

Boston notebook

Clops and Sneetches

Twenty degrees of frost—and a brisk walk over the Harvard Bridge across the frozen Charles River—serve, if not to clear the mind, then at least to produce a bracing sense of sharpness.

The great pundits of the testing business, long entrenched in their East Coast citadels, foresee yet another jagged reef towards which English education is drifting. Ten years ago the new wave of reformers in the United States were still urging that England should not repeat the classical errors of American progressivism, by drifting mindlessly into a sloppy comprehensionism, and so lose the rigour and the standards for which England was the bauld envy of the world.

Things, of course are different now. Black Papers have done their work. Prime Ministers orate, the DES is reorganized, the Great Debate is about to break, the Assessment of Performance Unit is born, the citizens of West Sussex stamp their feet in rage (TES, December 17, 1976). And so standards are back, and assessment with them.

But the firm message from those who have lived through the testing frenzies of the United States is "Be careful." Objective testing now enjoys a thoroughly unflattering press: like equality, or curriculum reform, or programmed learning, or almost anything else, it has gone as sour as last week's milk.

Norm referenced testing is despised as worse than useless, and

great cities in the United States—according to some enthusiastic prophets—are about to abandon it. In its place may soon arise a better doctrine (helter for how long, one wonders) that the first requirement, coming in every sense before necessity, is that the schools should get clear what they are trying to do, before anyone starts testing it.

No attempt must now be made—and here accountability marches on to take its familiar rostrum—in the noisy company of the community, employers, teachers, trade unionists, politicians, in defining subject by subject what society requires ordinary children to be able to do. That should inevitably be part of the Great Debate.

It is accompanied by new approaches to evaluation, of which a good example is the Ford-Cunzio project called TORQUE (Tests of Reasonable Quantitative Understanding of the Environment). It already has polylog packages of materials, including many mind tests.

The Christmas favourite with my younger children was PLAYOLA, which starts off with "If each box contains eight crayons, how many crayons are in four boxes?" (No child there) but ends surrealistically with "If each sneetch contains M clops, how many clops are in K sneetches?". I know the answer to that, too.

Courts and tunnels

Before Tameside—well, since Cockfield anyway—was fashionable to assert that the courts in this country did not meddle with education, whereas in the USA they constantly do. Because the Boston School Committee will not obey the law, one of their high schools is now in receivership, and all of them are being compulsorily reorganized in accordance with the detailed prescriptions of the redoubtable Judge Garvey.

One of the keys to this reorganization lies in the concept of Magnet Schools—schools to which pupils will actually want to go for particular courses, and so cross the lines of racial division within the city. Not altogether good news however for the whites of East Boston, who had already lost their living space to land-hungry Longwood Airport, and until recently feared that their one high school, which was to have become a magnet school, would be swamped with children from other parts of Boston leaving no space for their own children.

One tunnel connects inlander East Boston and the airport with the rest of the city, and the last time the locals got good and mad they blocked it. Chaos, so it is gleefully reported, tailed all the way back to Heathrow as pilots without a tunnel could not get in, and planes without pilots could not get out, and other planes without space could not get in. Somebody relented last May on the school issue—but what will they do in Buckinghamshire when Shirley's Act is hatched at dawn by Lord Deanning? Block the M40 at High Wycombe with crates of gin and tonic?



"I was going to celebrate the Jubilee by using lesson notes from 25 years ago, but I found I already was."



Horizontal and vertical

I always thought that horizontal and vertical were metaphors only, at least as the terms are applied to the organization of large comprehensive schools. But a splendidly impressive school, built about five years ago in one of those plushier New England townships which estate agents understandably confuse with the Elysian Fields, demonstrates that the metaphor can be given literal transformation (on which important matter, see "Flutes and Jugglers" below).

This is a school for 2,500 pupils which takes two words seriously: the one is "comprehensive" and the other is "size". Nobody needs to be reminded that comprehensive is one of the most treacherous of words, but people really will not leave it alone. Some in the United States are crying back to Dewey, and arguing that for a high school to be comprehensive it must contain courses of all types, and not offend democracy by segregating in separate institutions, technical education for the adolescent.

For them, technical college is as much an offence to comprehensiveism as the grammar school, and they do have a point. In this senior high school (roughly 16-18), they have not made this separation. Instead vocational and professional education (not to mention our friends the Needs of Industry) are established at the base of the school and not only philosophically—the car maintenance boys are in the basement. In consequence many more able students develop a strong interest in technical studies and are not seduced by the pure delights of a general education.

It all serves as another reminder, if one is needed, that curriculum and organization contain many of the clues to the English and American discourse of thinking that II paid white collar jobs are better than well paid blue collar ones.

Flutes and jugglers

There is nowhere quite like this. If you could mix Oxford (with strong dash of Lewis Carroll) with New York Review of Books, with Ecole Polytechnique in Paris, with the Pentagon, some of Raynaud's chapters of C. P. in a dose of Dr Who, and air it up a bit— you might get something near it.

Nothing is impossible, and it really is the message. An elderly solitary Englishman, I sit attentively in a room and note, after five minutes of inexorable and steady work, the clock is going backwards, how elaborate a joke — or was it? Of the papers under discussion is "The Figural-Formal Transaction: a Parable of Generative Metaphor". We start (but of course not "Twinkle, Twinkle, Little Star" and how to re-phrase learning to play it). We do play it, on bells, and warty discuss bell-paths and fallopian tubes of a researcher who is a participant-observer in a flute factory. There cannot be many of him. And then, on to praise for an outstanding thesis on how a non-bellist learns to juggle. I pinch myself but I have been awake. The clock has moved backwards a whole hour. Time to go home.

Harry Judgo



Above: the frozen Charles River forces Boston University to take to dry footing. Below: tobogganing under the Customs House tower.

The house therefore becomes principle, and quite often in fact—a real community for living, and not just for phantoms, being in a temporarily deserted geography room. The housemaster does not teach at all and has no full-time counsellors to assist him. The counsellors, paradoxically, teach a little—although one seeks to devote his total pedagogic effort to human sexuality (not available for Southampton, however).

Well, nothing is perfect, but the school is at least a bold attempt to think and act creatively about problems of size. An uneasy trust to some of our own assumptions that organizational problems can be solved by paperwork, or to the recent dogmatism of Lancaster's educationists who would propose to dispose of large schools altogether.

How good it would be if nobody were to spend just a few money, but quite soon, on the highway to make large schools good as well.

What is happening in Britain's primary schools? Virginia Makins went to 10 of them to find out. Her first report—The worst of both worlds?—starts on page 17.

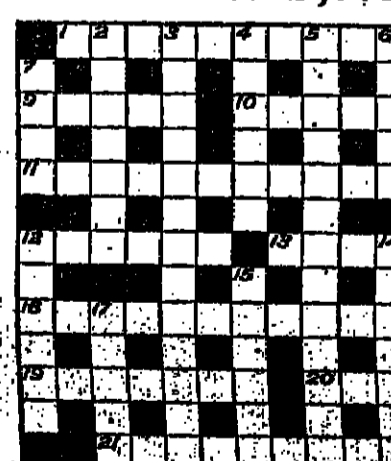
What is happening in Britain's primary schools? Virginia Makins went to 10 of them to find out. Her first report—The worst of both worlds?—starts on page 17.

Next week

PRIMARY SCHOOLS
Inside the classroom? In the first of a two-part survey of what goes on in just a few primary schools, Virginia Makins looks at some of the reality behind the rhetoric of the Great Debate. Review competition!

Details of a new book review competition for primary children, with £200-worth of prizes. TES Extra: Primary books.

Crossword No 1,071



- Across**
1 Unbelievable China camel (10).
9 Illegal feelings (8).
10 Wind it for wearing support (10).
11 A hell of a noise (10, 3).
12 Unseemly elegance (6).
13 A double for Frank Watt (6).
16 Big such picture stories are not necessarily take-offs (5, 3).
- Down**
2 Suggests a Continental valley in an original garden (7).
3 Central heating system? (3, 3).
4 In precise manner, as the Riviera? (6).
5 Attempts to get a mate on board (5).
6 High tenancy abatement (3, 2).
7 Remnant achieved by writing cheques (5).
8 Fair way to describe Polly (6).
12 Father's cookery effort (6).
14 For the sad old earth must borrow its truth But has its own (7).
15 But does one's life work have to be a crush? (7).
17 A line for a letter (5).
18 Back of a pirate (4).

Chess

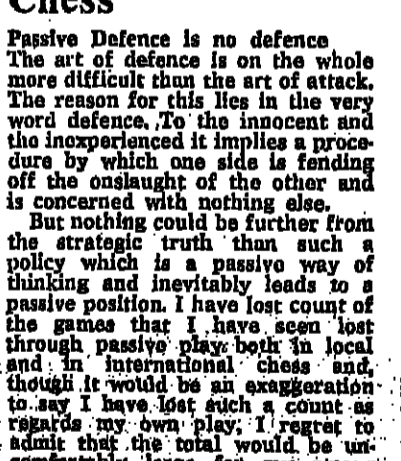
Chess
Passive Defence is no defence. The art of defence is on the whole more difficult than the art of attack. The reason for this lies in the very word defence. To the innocent and the inexperienced it implies a procedure by which one side is fending off the onslaught of the other and is concerned with nothing else.

But nothing could be further from the strategic truth than such a policy which is a passive way of thinking and inevitably leads to a passive position. I have lost count of the games that I have seen lost through passive play both in local and in international chess and, though it would be an exaggeration to say I have lost such count as regards my own play, I must admit that the total would be uncomfortably large for my amour propre.

This is in fact a human failing but its remedy is no excuse. Whenever you think of a passive move in defence, or still better, whenever you think of a passive plan of defence, spend as much time as you can in thinking up a more active move or plan.

Naturally, this depends to a large extent on your having adopted a healthy line of play in the opening. Look at the following game which was played at the Halle Olympiad and see how Black gets into trouble through passive play and how, despite all this, there are a

Final Position



- Final Position**
number of resources which might have saved him right up to about halfway through the whole game. White — Mobilize Black — Reg. QP Queen's Indian Defence.
- (a) Announcing his intention to attack from the very start. Strate-

Chess

gically speaking, however, the move is not all that impressive. It is simply 4... R-K2 followed by 5... P-K4 and R-K2.

(c) I have played here 7... B-Q3 since after 8.Bxh3, P-B3 Black's central block of pawns is very strong. The text move is a trifle passive. He should have made some attempt at controlling the centre and the best done by 8... P-K4.

(e) Timidity personified. Black is so weak at all for this weak move. Instead 11... K-Q2; and 12... P-B4, P-K4; 13 QP, P-Q4 equal.

(f) White's attack proceeds with wheels rolled by his opponent. Now 15... BxK1, 16 Q-K3, 17 K-R1, K-B4, 18 Q-K3, 19 Q-K4 and Black will be unable to find off the coming kingside attack.

(g) H-17... R-Q1; 18 Q-B4, 19 R-K3 threatening 20 Q-K3 & K-K5.

(h) No better is 19... P-K4.

(i) Weakened his Kingside by 20... P-B3; 21 KxK1, P-B3, 22 Q-R6 ch, winning the Queen's Indian mating Black.

(j) Since after 23 KxK1, P-K5, 24 Q-K3, 25 Q-K4, 26 Q-K3 ch, K-K1; he is mated by 27 ch, K-R2; 28 R-K3.

Harry Golom

THE TIMES

Educational Supplement

FRIDAY FEBRUARY 11 1977 NUMBER 3219

FIRST PUBLISHED 1910 PRICE 15p

Official guidance on what makes a good school issued this week

Inspectors list their top ten

The key to a good secondary school, whether or not it is selective or comprehensive, maintained or fee-paying, is a head who can encourage team work, discipline without tension, self-confidence and high standards, say the inspectors.

Without exception the most important single factor in the success of these schools is the quality of leadership of the head. Without exception, the heads have qualities of imagination and vision, tempered by realism, which have enabled them to sum up not only their present situation but also attainable future goals.

"They appreciate the need for specific educational aims, both social and intellectual, and have the capacity to communicate these to staff, pupils and parents, to win their assent and to put their own policies into practice. Their sympathetic understanding of staff and pupils, their accessibility, good humour and sense of proportion and their dedication to their task has won them the respect of parents, teachers and taught."

"They are conscious of the corruption of power and though ready to take final responsibility they have made power-sharing the keynote of their organization and administration. Such leadership is crucial for success and these schools are what their heads and staffs have made them."

The hallmarks of successful teaching are "good preparation, variety of approach, regular and constructive correction of pupils' work, and consistent encouragement".

In one school at least the strain of keeping this up, along with the pastoral demands on teachers, bore heavily on some members of staff who showed signs of strain.

The report does not offer any

relief to teachers. "Nothing said is to be construed as implying Government commitment to the provision of additional resources", it says.

The staff in the 10 schools are not supermen—at least not on paper. The inspectors find their initial qualifications unexceptional and they had not always had much experience.

About half were under 30 and very few over 50. Fewer than half had served in the schools for more than five years and 63 out of 87 new appointments in the past four years were probationers.

State of the primaries



What is happening in Britain's primary schools? Virginia Makins went to 10 of them to find out. Her first report—The worst of both worlds?—starts on page 17.

What is happening in Britain's primary schools? Virginia Makins went to 10 of them to find out. Her first report—The worst of both worlds?—starts on page 17.

Great questions

The Department of Education and Science has published 16 pages of questions for the Great Debate regional conferences page 3

Paying for Oxbridge

Mr Gordon Oakes has asked the vice-chancellors of Oxford and Cambridge to meet him later this month to discuss college fees. In a private document the two universities have agreed to disclose as little as possible in the hope that their income from public funds will not be diminished page 4

Sixth sense

Are sixth form colleges the answer for secondary schools with falling numbers of 16-year-olds? Stephen Cohen looks at Nottingham's two-tier system page 6

Substitute mums

A London survey reveals a growing demand for childminding and recommends sweeping changes to improve standards and status page 6

Fit to teach?

Sir Arnold Weinstock, managing director of GTC, claimed last week that too many teachers were unfit to teach. Youth Charter Conference report page 8

Going down

Three-quarters of National Association of Schoolmasters-Union of Women Teachers members think standards have dropped, while 61 per cent think this is their own fault page 9

Mental notes

The way musical composition, performance and auditory response are affected by physiology is examined in a new collection of studies in the neurology of music, reviewed by Robin Macdonald page 20

Cracking dyslexia

Materials and methods of teaching the word blind are being developed at the Helen Arkell Centre in London page 26

Extra:

Sixteen pages of textbook reviews and articles about the theory and practice of primary education pages 37-52

Leaders, 2; personal columns, John Craig, 4; sport, 11; letters, 14, 15; foreign news, 12, 13; books, 21; child development, education, literature, children's literature, history, 21, 22; resources, 26, 27; Talkback, maths, professional tutors, poetry, 28; Extra, 37-52; arts reviews, 28; John Peet, 66; broadcasting, the Education Debate, health and hazards, 87; Break, crossword, maths teachers, 88.

Classified ad index

34



Speak now or ...

Educating our Children, the background paper published by the DES for the regional conferences...

Pick of the week

Pressed into the ring for the Great Debate this week was an HMI survey started two years ago to find out what typical good secondary schools are like...

Primary perspective

What's the educational administrators' fear most—the heirs to the Alec Clegg tradition who still survive in the grey days of corporate management...

Know what I mean ...?

I imagine that all parents—and most teachers—collect, almost subconsciously, the sayings and observations of the children with whom they live and work.

My favourite observation of language in school was Tony, a six-year-old who seemed to be involved in a battle with his pencil as he tried to put down some thoughts on paper...

Letters to the Editor

What the OCU stands for: Sir, I write to correct Mrs Simms's seriously inaccurate attack on our inter-denominational association of Christians (January 28)...

Henry Pluckrose reviews some new research which looks at the effect of young children's environment on the way they express themselves

Should we currently be focusing our attention on standards in education or on the underlying nature of school society? There are many pouring scarce resources into schemes for language enrichment...

Fowler, keep out

What's the rights or wrongs of the problems of the Huddersfield School of Music it is surely quite unfair to single out for public comment any one colleague from among the many who have been involved...

Great Debate: 8 questions ...

The Great Debate on education was taken further along its course this week with the publication of 16 pages of points of information and questions from the Department of Education and Science.

The questions split neatly into two under each of four headings: 1. The curriculum: The school curriculum should give children an understanding of the economics of everyday life...

... and four 'main anxieties'

1. The curriculum: The school curriculum should give children an understanding of the economics of everyday life and the role of industry and commerce in sustaining our standard of living. 2. Assessment of standards: Standards can be assessed in three ways, the paper says...

NUT leaders press for end to restraint on wages

A return to free collective bargaining has been recommended to members of the National Union of Teachers by the union's executive. The NUT conference in Eastbourne will be asked to support a planned return to free collective bargaining in the next phase of the Social Contract...

Grammar—for all abilities

Children labelled "poor" or "reluctant" readers by their teachers are as capable of writing good, grammatically correct essays as the "exceptionally good", according to the magazine Where...

Wolsey Hall OXFORD advertisement with logo and contact information

Oxbridge gets the blues?

by Ariol Stevens

Should Oxford and Cambridge get more public money than other universities? Should the wealth of the colleges be taken into account when the Government contribution is considered? These are the issues behind talks on Oxbridge college fees which Mr Gordon Oakes, Minister for Higher Education, is to have with the two vice-chancellors at the DES meeting in university fees, recently announced in the University Grants Committee will also be present.

The DES describes the meeting as a preliminary, exploratory meeting to discuss the implications for college fees of changes recently announced in university fees. In January university fees were raised from £182 to £500. At the same time it was agreed that all university fees would be paid by local authorities for all United Kingdom students who are eligible for awards, regardless of parents' wealth.

No announcement has yet been made as to whether college fees, which at Oxford and Cambridge average rather more than £600 a year, will also be paid automatically or whether they will be subject to means test like the maintenance component of the grant.

If the fees are paid automatically with the university fees, the quarter of Oxbridge students who receive only the minimal grant will gain the cost to public funds will rise.

There is already much jealousy of Oxford and Cambridge among poorer universities and there is resentment in the local authorities as having to pay extra to send students to them at a time when there is considerable pressure on public spending. (Fees paid for students by local authorities are 90 per cent refunded by the Treasury.)

Oxford and Cambridge benefit of their income from college fees, receive a lower grant from the UGC, but it does not cancel out their advantage. One conservative estimate is that they receive about 10 per cent more public money than the average university.

In the academic year 1975-76, Oxford received £22,074,676 from the UGC, and Cambridge £24,455,634.

In addition to their income from public funds, many colleges have immense private wealth, endowments, land, property, shares, plate, pictures. One of the richest, Trinity College, Cambridge, was known to be worth £23.5m in 1978 and to have made huge profits in property deals.

But because the colleges are charities and, therefore, exempt from tax and because their wealth is based on private not public funds, they do not have to account to the sort of accounts which are at all revealing.

In preparation for the discussions with the DES and the UGC, the two universities have been assessing their position. A confidential document has been circulating for some weeks setting out their finances and their agreed approach. Copies of this document are numbered and have to be signed for.

In it is suggested that the vice-chancellors should adopt a tactful stance in their dealing with the Government. This week neither they nor the chairman of the UGC were available for comment.

The two universities have never seen it as being in their interest to be forthcoming about the wealth of the colleges. And in the 1960's, when the discrepancy between the wealth of some and the poverty of others who were unable to make ends meet threatened to provoke Government intervention in their financial affairs, steps were taken by each to set their houses in order.

The Bridges report (on Cambridge in 1962) and the Franks report on Oxford (1966) recommended the establishment of equalisation systems so that the rich bailed out the poor. Such schemes now exist in both universities.

It has always been extremely difficult to assess either the wealth of the colleges or the real value of the salaries and bursaries privileges of their fellows. In both universities salaries are divided between the university and the colleges.

Inspectors list top ten

by Bob Doe

continued from page 1

Willingness to tackle the task, readiness to plan and work with colleagues and to pool ideas and leadership which rapidly establishes esprit de corps and common objectives understood and pursued by all, appear to be much more important factors than initial qualifications or experience", the report says.

The schools took care of their probationers, giving them work they could do and involving them in team teaching and policy making. The broad educational aims of these schools were good relationships between teachers and pupils. They set out to encourage self-confidence and self-respect among pupils, and as well as imparting knowledge and skills, taught social, moral and religious values and standards for healthy living. They took account of the students' primary education and of what they would do when they left school. The 10 schools impressed the inspectors in the way they had set out to achieve these aims by deliberate planning.

Not perfect, but working to purpose

Half the 10 "anonymous" schools in the HMI survey can be identified without too much difficulty.

Selected from a short list of 50, they are intended to see that each region of the country is represented and that most types of maintenance, independent selective and non-selective schools are included. However, there were five comprehensives but no grammar schools in the list.

A medium sized high school, Manor High School in Osby, Leicestershire, represents the 11 to 15 age range. The atmosphere is relaxed but purposeful and care is taken to ensure that parents thoroughly understand the objectives the school has set itself", the HMI say.

The young staff are led by an experienced head who has "a firmness of purpose that enables him to resist pressure from articulate and demanding parents if he considers they are unrealistic in their ambitions for their children".

Hensworth High School, Wakefield, is a comprehensive, is also commended for a good standard of work and for avoiding unnecessary confrontation. Its fifth-form course of community study and service for the less academic is singled out for praise.

One of the three 11-18 comprehensives is believed to be in Leeds.

their interests and career aspirations. The 10 schools have not, it seems, achieved the last word in remedial education or integrated studies, but their careful experimentation with withdrawal systems and unified courses meet with the HMI's approval.

One of the comprehensives commented uses the Certificate of Extended Education, which has yet to get the Secretary of State's approval. Others use Mode 3 CSE and GCE exams. A seaside secondary modern is congratulated for attracting 80 per cent of its summer leavers back for a special six week post-examination course when many might have been expected to slip away to summer jobs.

Mention is made of the inadequacy of some of the school buildings and of the good links schools have built up with local people. These links involve efforts to get closer to parents including home visiting in poor areas.

Ten Good Schools: A Secondary School Enquiry. HMSO 75p.

DES urges links with theatres

Liaison between teachers and...

The drama adviser and an advisory committee of heads, teachers and others, as well as the directors, should be involved in this. The report—*Actors in Schools*—is the result of a survey of the work of set and costume companies in 46 schools of different kinds.

Both children's theatre companies (adult companies which put on for children) and theatre in education companies (which enable children to work with actors) were included in the survey. The report concludes that both have their place and that both should be the only criteria for assessment. Ideally, the programmes should be geared to the needs of particular classes.

Despite some simplification of social sciences in secondary school programmes in which discipline is emphasized, no overt political bias was observed.

Actors in Schools. Education Survey 22. HMSO, 11.

Tertiary colleges get together

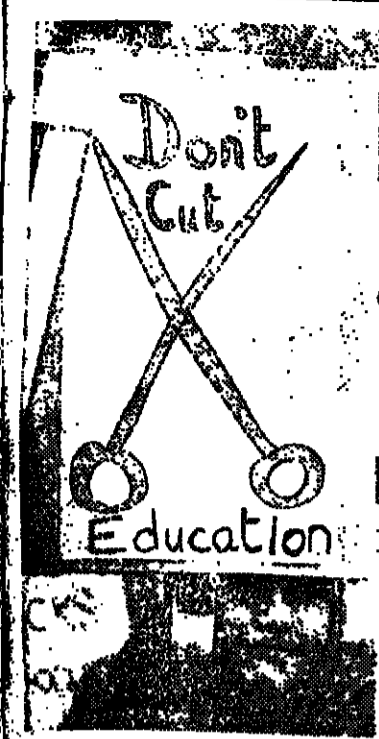
Tertiary colleges, which are likely to become an increasingly popular method of organising post 16 education, have now set up a national organization.

The principals of the dozen colleges which combine all post 16 education in one further education college announced that they would now be able to offer students industrial scholarships of up to £500 a year without the sum being deducted from the student's grant.

At the moment as soon as a student earns more than £185 his grant is cut. Industrialists therefore either limit their sponsorship to £185 a year or second an employee on a salary larger than the £185 limit. About 7,200 undergraduates and 2,600 postgraduates draw a full salary every year.

The effect of the new rules will be to make it easier for smaller firms to attract graduates without having to pay them a full salary. The decision is the result of talks between the Department of Education and Science and the Department of Industry which started in the autumn.

Mr John Miles, principal of the new water College, Somerset, secretary of the newly formed tertiary colleges panel, said that they were not trying to run a campaign for tertiary education. An increasing number of people were interested in the idea, and there was a need for a body to answer questions about how it worked in practice. The chairman of the panel is Mr Fred James, principal of Yeovil College, Somerset.



Banners tell the story outside Buckinghamshire County Hall in Aylesbury, last week when more than 1,000 parents, teachers, caretakers, librarians and county hall staff demonstrated against proposed education cuts.

Buckinghamshire wants to save £580,000 next year by not filling 180 teaching posts. If the county council accepts this recommendation from its policy and resources committee on February 24, teacher-pupil ratios will worsen in January from 1:23.9 to 1:24.4 in primary schools and 1:16.1 to 1:17.0 in secondaries.

The committee has, however, decided not to close five nursery schools, which would have saved £70,000, or to close down the library service completely, which would have saved £250,000, in recognition of public pressure.

More than 200 NUT members in Hereford and Worcester will stop work on Thursday morning to join in a protest demonstration against a

Grants rules bend for industry

The Government has changed the student grant rules in a bid to get more students to study courses of use to employers.

Mrs Shirley Williams, the Education Secretary, announced in Parliament last week that employers would now be able to offer students industrial scholarships of up to £500 a year without the sum being deducted from the student's grant.

At the moment as soon as a student earns more than £185 his grant is cut. Industrialists therefore either limit their sponsorship to £185 a year or second an employee on a salary larger than the £185 limit. About 7,200 undergraduates and 2,600 postgraduates draw a full salary every year.

The effect of the new rules will be to make it easier for smaller firms to attract graduates without having to pay them a full salary. The decision is the result of talks between the Department of Education and Science and the Department of Industry which started in the autumn.

Mr John Miles, principal of the new water College, Somerset, secretary of the newly formed tertiary colleges panel, said that they were not trying to run a campaign for tertiary education. An increasing number of people were interested in the idea, and there was a need for a body to answer questions about how it worked in practice. The chairman of the panel is Mr Fred James, principal of Yeovil College, Somerset.

Mr John Miles, principal of the new water College, Somerset, secretary of the newly formed tertiary colleges panel, said that they were not trying to run a campaign for tertiary education. An increasing number of people were interested in the idea, and there was a need for a body to answer questions about how it worked in practice. The chairman of the panel is Mr Fred James, principal of Yeovil College, Somerset.

Row over girls' trousers

Conflicts between parents and the school over a London primary school matter. He was a gentle, good-looking man. I later came to admire but he shrank from a tough line. Which was just as well perhaps for me.

There are hardly any references to academic work. Lessons have to change in and out of their classrooms at playtimes and lunchtimes. The books noted as read, we would now think were unsophisticated for a 15-year-old in class.

Edward Bailey, the head of the junior school, Newham, said last week that there was no need to take them off, he said. Mrs Angela Brooks, a member of the school's managing body, had had letters from Mr Bailey stating that girls should not wear trousers in the class-room.

The controversy has particular resonance for those girls who are of cultural refinement. They were called to persevere while a Rip Robinson. The head's parents protested home their children for being overly objection to having approved dress for the few remaining girls. Their children will be at

the debate on the Queen's Speech Mrs Williams said she was opposed to the idea of larger grants for students doing engineering and other subjects of use to the economy. They would put too much strain on the student grants system. Instead, she favoured industrial scholarships financed by the Department of Industry. A recommendation made by the Select Committee on Science and Technology.

On Monday the association put its views to the education subcommittee of the Commons Select Committee on Expenditure, which is inquiring into the attainments of school-leavers. It told the MPs that employers were wrong to believe that school standards were deteriorating, but

Militants 'hold us in contempt' - Jarvis

by Mark Vaughan

Mr Fred Jarvis, general secretary of the National Union of Teachers, yesterday again attacked Rank and File, the militant group of NUT members. They were, he said, "self-appointed politically inspired group which holds the rules and policies of the union in complete contempt".

In trying to promote unofficial action, he told a union meeting at Ulverston, in Cumbria, the group was breaking the rules of the union and challenging the basis for action laid down by the executive and approved by an overwhelming majority at the annual conference. "This very small minority is, in effect, telling the majority of members of the union that they wish to impose their minority view on the rest of the union and to take action as they please and not in conformity with the policies decided by the majority."

He denied that the successful campaigns on means duties, the interim pay award and the London strike were due to unofficial action. "That is a perversion of the truth. In each case the action taken by the membership was official and was approved and led by the executive." He added that Rank and File, which he described as a political organization with no connexion with the union, had made it quite clear in its pamphlet, summarized in the TES last week, that it got official action in the union. "Unofficial action is imperative."

"I realise that the attempt by

Rank and File to promote unofficial action has met with virtually no success outside a few parts of the London area and very little success within the London area, but the whole membership of the union should be aware of what is being attempted and what the real issues are."

The main issue was: who should run the NUT—the executive who were democratically elected by the membership, or the Rank and File group? "And what policies are to prevail—those overwhelmingly endorsed by the union or those drafted up by outside groups and ad hoc bodies and so called school 'branches' which have no standing whatever so far as union policy making is concerned?"

These groups cynically sought to exploit the concern of members who were genuinely anxious about the state of teacher unemployment and the education cuts and who wanted to do something about it. "It is absolutely essential, however, that the action we take is disciplined and in accordance with the policies of the union."

It was regrettable that NUT members at Little Ilford School, Newham, had to be disciplined by the union, had it not been for events in the school over the past year had made it absolutely clear that disciplinary action had been both necessary and inevitable.

Mr Jarvis warned other teachers not to get into the thinking of taking unofficial action.

The careers teachers emphasize that they are in favour of any moves to plan a coherent policy, and especially one which might provide more evenly for the whole age-group instead of concentrating on the top 40 per cent.

On Monday the association put its views to the education subcommittee of the Commons Select Committee on Expenditure, which is inquiring into the attainments of school-leavers. It told the MPs that employers were wrong to believe that school standards were deteriorating, but

previously overlooked academic deficiencies.

Universities want student hardship fund

A plea for a hardship fund, possibly of the order of £5m, to help students who cannot pay their tuition fees, has come from the Committee of Vice-Chancellors and Principals.

At a meeting with Mrs Shirley Williams, Education Secretary, last week the vice-chancellors voiced their concern about increasing fees.

On another point, Sir Roy Marshall, secretary general of the CVCP, said if universities were to take another 4,000 students in engineering and technology, as the Government said they should, the university population would be 285,000 in three years' time—more than half the 560,000 total higher education target for 1981.

Universities' income for 1977-78 is now likely to be only 1 or 2 per cent less than this year, and not 4 per cent less as predicted by the University Grants Committee in September. This will mean universities' income is cut by between £6m and £12m, rather than £25m.

In raising the grant, the UGC is expected to issue guidelines to each university on its total student numbers for that year. This is the first time such guidance has been given, and is partly because of the increased proportion of universities' income now compared with seven per cent—now accounted for by tuition fees.

Although 1977-78 would normally be the beginning of a new quinquennium, the UGC is not expected to give guidelines on universities' future development over the next five years.

The committee may indicate areas of growth, to certain universities, such as those medical (Southampton and Leicester) which are rapidly expanding, and developments to which it will continue to give particular support—THES.

Ban lifted

Mr Graham Lane, a teacher from Little Ilford School, Newham, who was suspended from membership of the National Union of Teachers and last week served a writ on the union, has been reinstated.

A hand-delivered letter to his London home this week from Mr Fred Jarvis, NUT general secretary, said the suspension was lifted as Mr Lane had agreed to abide by the union rules. Mr Lane had sought immediate reinstatement. Thirty other teachers from the school who have also been suspended are taking legal advice and intend to seek damages.

The suspensions were imposed after the teachers, except for Mr Lane, stopped work for an hour in support of their colleague who refused to stand in for a teacher absent.

WRITE IN ENGLISH

by Ronald Ridout

the popular course to test pupil's progress

Eight workbooks provide ample practice in important language topics for all 6-13 year-olds. Grammatical themes are pursued in increasing difficulty throughout.

Composition—punctuation—sentences—comprehension

The self-help method employed aims to develop individual written work. It is suitable for mixed age and ability groups.

- Brief and explicit instructions
- Script a and g used in early books
- Page to page variety—two colours used for emphasis
- Many illustrations

Books 1 & 2	32 pages	19p
Books 3 & 4	48 pages	24p
Books 5-8	48 pages	27p

Clair & Co. Ltd., Eylesore House, Buckingham Street, Aylesbury, Bucks HP20 2NQ.

Please send me inspection copies of Write In English as listed:

1 2 3 4 5 6 7 8

Name: _____

School: _____

Address: _____

519

Ginn & Company Ltd
Eylesore House, Buckingham Street
Aylesbury, Bucks HP20 2NQ

All-ins want to hold on to 'mature sixth-formers'

Sixth-form colleges may be the neat, cheap and tidy solution to the problems of small sixth-forms in comprehensive schools, but what do the teachers in those schools think of them?

Roland Green School in Nottingham has 800 boys and girls aged 11 to 16. It is building up a reputation as a lively, go-ahead comprehensive after several years of turmoil brought about by amalgamations and changes from a secondary modern to bilateral to comprehensive. Set in green fields on the outskirts of the city, it used to cater for children from the Meadows, now a razed area of Nottingham which is being gradually rebuilt.

Opinion among the staff about the advantages of a sixth form is firm and definite. They would love to have one. Miss Vera Brown, senior mistress, said the presence of older pupils at the top of the school added "tone". The sixth-formers would be more mature and there would be a better relationship between them and the teachers.

We used to do English and mathematics O level. It was a coaching group and it was a small motivated group. It helped the school to have this little group at the top.

"The people who stayed on wanted to and their numbers were increasing. Now sixth formers go to one of the city's three colleges. Last year Roland Green School sent 14 to the colleges and another 14 to further education institutions. This is considered a remarkable achievement by the head, Mr. Graham Richards.

"We have not got a really strong academic side", he said. "We have taken children from deprived areas in the past where there is now demolition. We have struggled with 11-plus failures and we have had some degree of success."

Mr. John Clark, the deputy head, wants his own sixth form to "top off the work the rest of the school is doing." Mr. Martin Perry, head of maths, does not think the sixth-form colleges are working and believes that sixth formers have a coming influence on the school.

Mr. John Simon, an art teacher, would enjoy taking older children up to A level. The fifth formers never see anything above their own standards", he said.

Top level support for sixth-form colleges has come from Mrs Williams, the Education Secretary, and from Mr James Hamilton, head of the DES. But what is it like in the truncated 11-16 comprehensive schools these colleges leave? **STEPHEN COHEN reports**

Did the absence of a sixth form affect the quality of staff at Roland Green? It has been argued that the more academically able teachers are creamed off to the sixth-form colleges leaving the comprehensive schools with less gifted staff. But Mr Richards pointed out that the most academically qualified teachers were not necessarily the best.

"There is no doubt at all that the type of child we have had here in the past would produce considerable difficulty for teachers who were really academically gifted. The child must come before the subject." Out of a staff of 49, only eight are graduates and two of these got their degrees through the Open University.

Mr Richards added that in 1980 the school would become fully comprehensive with CSE and GCE courses for fifth-formers. "I would think that teachers taking these students through the fifth year would like to have them in a sixth year."

The Headmasters' Association does not think that secondary schools suffer by having their older children removed. "There is no evidence that this is so," says an association spokesman. On the contrary, the most turbulent years in secondary schools, the fourth and fifth, are enabled to assume roles denied to them when a large sixth form dominates the scene.

Secondary schools are not necessarily deprived of good teachers, either, the pamphlet says. "Recruitment to sixth-form colleges of teachers with very high academic qualifications, many of whom would not have entered 11 to 18 schools, adds to the pool of talent available to pupils within the two-tier system. Many good teachers avoid sixth-form colleges because they prefer to teach younger children."

The break for the 16-year-olds who go on to a college could be harmful, according to Miss Brown, the senior mistress of Roland Green School. "I don't know if all of our children are all that ready for so much freedom."

The Headmasters' Association counters this by saying the break is a helpful factor in maturation: "a necessary weaning from the 'protective' environment of school via a caring but less restricted establishment prior to entering adult life."

Opinions in another Nottingham comprehensive, Clarendon 'Boys' School, were more mixed. "The head, Mr Tom King, would like to be running an 11 to 18 school 'because of the challenge'. A sixth form would add something to the standards of maturity but 'I'm not saying you can't get that at 16. The top seems to mature whatever age it is'."

A few years ago there were teachers at Clarendon who wanted to do sixth-form work, Mr King said. "But any head knows that he has got to have his people teaching the full age range if he is going to get high standards at the top of the school."

Clarendon sends about one-third of its fifth year into a college or some form of further education. Mr King said, "I'm a seed sower. I milk to the first-year boys when they enter the school and tell them about when they will go to the sixth-form college."

Mr John McPherson, head of the communications faculty at Clarendon, said many staff were glad that their work stopped with 16-year-olds. And Mr Chris Archer,

head of the lower school, was happy with Nottingham's system.

"It is a good thing that 16-year-olds have a fresh start, where they are treated in a more adult fashion and leave the past behind them."

Mr David Turner, head of humanities, said the cut-off at 16 was a limiting factor on teachers' intellects. "At that age boys are conceptually ready to make learning more interesting. We are very sorry to see them go."

Clarendon's deputy head, Mr Geoffrey Burton, preferred the two-tier system. Children needed a change to different surroundings and atmosphere. "I suppose we are losing out as far as staffing is concerned. If they have the qualifications, obviously they have something to offer, but they may not be the best teachers."

The major worry in the sixth-form colleges is the presence of courses with worthwhile qualifications at the end of them for students who would not be up to A level standard. The Certificate of Extended Education—proposals for which are with the Education Secretary now—is the answer and many sixth-form colleges have been offering experimental CEE courses for some years.

Nottingham is in a different position since the East Midlands examining board does not provide CEE and this is seen as limiting the access policy of the sixth-form colleges.

Mr Charles Martin, principal of Bilborough College, said he would be delighted to take more non-academic students if he could offer them CEE courses. "Our people here are still hunkering after paper qualifications. If we had CEE we would have courses with honest content."

Some parents still think of Bilborough as a normal continuation of a grammar school education. The general image is still that of an academic institution and its A level success rate has kept up with the years when it was a grammar school.

"But we try to say that students are not a dead loss at 16 if they cannot do an A level course," Mr Martin said. So there are some students retaking CSE examinations, and there is a foundation course in English for about 15 people with very limited ability.

Bilborough also has links with its feeder comprehensive schools and invites some of their younger pupils to come on field courses. The college can provide a specialist teacher for a feeder school which is lacking in say, Russian or Polish language expertise.

Some of the staff miss the excitement and challenge of working with younger children but they have had to learn new tricks and techniques to cope with the ability range of the sixth formers who attend.

It is certainly true that the college has more to offer in the way of facilities and equipment—a drama studio and a computer terminal are just two examples—and students have a much greater degree of freedom with representatives on the college council and governing body. But the students themselves display opinions about the system as divided as the staff in the city's secondary schools.

Mr Nigel Singh, in his first year at the college, came from Clarendon 'Boys' School. He would have preferred to have stayed there. "It would be much better to have a sixth form in the 11 to 16 school," he said. "I got on better with the teachers than I do here now. Newcomers hate sixth form college."

But Miss Siân Jeffrey, in her seventh year after coming up through Bilborough when it was a grammar school, thought differently. "When you're a big sixth form it is from different schools and there is more mixing. You meet people from different areas."

Whatever the opinions about the merits and demerits of the two tier system, it was clear that the staff at Roland Green School, who have summed up the realities. He wanted his own sixth form "but I can't see it on the cards economically at all."

And that is at the heart of the Department of Education's new interest in the college system. There are clear signs, though, that separate sixth form provision will be a major item in the educational debate over the next few months. A few more facts would add a little flesh to the bare opinions of Nottingham's teachers and students.



Minders: "decent substitute for mother"

Better pay would make better childminders

by Frances Stadlen

Childminding could be the best and cheapest way of caring for the children of working parents if it became fully recognized, properly organized and well supported.

A major study of childminding in London published this week and carried out by the London Council of Social Service and the Council for Children's Welfare says that more education for childminders and better pay would substantially improve the service.

At the moment, it says, the job of childminding has low status, poor rewards and is not done as well as it could be. The number of local authorities who admitted to registering poor-minders was understandable in the present circumstances, but nevertheless "highly disturbing".

The report shows that the under-fives of less well-off families are increasingly likely to spend their waking lives with childminders. No London borough, however, can offer full-time day care for more than 14 per cent of these children and most provide much less than this. Successive governments, too, have ignored the needs of working parents and their children.

The demand for childminders is enormous. Registered minders in London already provide more than half the full-time places for under-fives and there may be twice as many unregistered minders.

The study lists the virtues of childminding—flexible hours, home surroundings, a decent substitute for mother, support and companionship for parents. Neither day nurseries nor employers' creches can be a match for childminding at its best, the report says. Many London boroughs see it as a valuable service in itself and not as a stop gap to make up for the shortage of day nurseries.

Although most mothers initially prefer the idea of day nurseries this may be because they have not had time to place their child carefully or have had no previous experience of minders, or because they assume that an "official" service must be better. If the quality of minders were reliable they could become the most popular alternative.

The report criticizes the law for leaving most decisions about childminding to the local authority. This means it inevitably becomes a low priority among other pressures and statutory obligations.

Amendments should therefore be made to present laws to force local authorities to have a scheme approved which includes training and support and would attract a grant.

Childminders would be registered on the basis of written reports which considered their character, temperament and how the number, sex and age of people in their household would also be relevant.

Present registration procedures are not good enough. Few reports should be simple and flexible on such questions as the number of children each minder can take, the age of development of children and should not be done as or present. Minders should be able to take children of five or after school hours.

Courses and meetings for minders should be held near homes. Drop-in centres for home visiting could be a valuable part of an education service for childminders. The report says minders should not be expected to solve special problems like learning difficulties, cultural differences and handicaps.

The report suggests a group of three grades of minder: experienced people prepared to take difficult and disturbed children; trained and approved minders who are either registered (though not necessarily assessed) or who have not been assessed. The grades should be made known to the minders and parents.

Local authorities should keep registers of children being minded and make regular visits to minder's homes. There should be heavier penalties for illegal minders.

Special training should be given to social services staff working with childminders, and working groups of local authority, voluntary organizations and minders, set up in each area.

The report concludes that the low status of low pay is due to training. Most London minders are self-employed and do not receive more than 5p for one hour, after expenses. This rarely covers holidays, sickness, insurance or pension.

Because child care is seen as the mother's responsibility, minders tend to be paid on the mother's earnings. There is no set rate for the job.

The report suggests local authority areas in consultation with social services departments should be related to local levels. The rate would take account of hours, meals provided, age and problems of the children. Childminding in London would be supported by the London Council of Social Services, 68 Chilton Street, NW1. £2.00.

Are you living in our past?



ATS quarters 1914



WRAC quarters 1977

If one of your girls comes to ask you about the Women's Army what do you do?

Think of Nissen huts. Cold showers. Poor food. And tough unfeminine women. And advise her to run a mile.

Because if you do, you could be stopping a girl from getting a really good job. And leading a life that could take her places.

The WRAC today is just as modern and progressive as any large company. As any serious applicant finds out when she visits us for a two day look around.

In fact we've been giving girls the chance to do the same sort of jobs as men for a lot longer than most people. Finding out with aptitude tests and interviews what they're best suited for. And then training them, for any one of over 30 interesting jobs. Like analysing computer information or being a radar operator, a driver or a switchboard operator. All trades with good scope for promotion, which they could use when they leave the Army.

Then there's the travel aspect too. Girls in the Army can get to see places like Germany, Cyprus or Hong Kong as well as all over the United Kingdom.

And take a look at our fringe benefits. Where else is a girl provided with modern, centrally-heated accommodation, excellent food and many other amenities? Like tennis courts, television rooms, social club facilities.

And not many employers give a girl a minimum of 30 days holiday a year as well as extra weekend and some travel passes.

So you see, we've changed quite a bit since World War II. If you would like further information about careers in the WRAC contact your local Army Careers Information Office, or write to Lt. Col. Barbara Layerack, M.B.E., WRAC, Dept. TES/249, Ministry of Defence, Lansdowne House, Berkeley Square, London W1X 6AA.

WRAC
Women's Royal Army Corps
A good background to have

SPECIAL ANNOUNCEMENTS

The London Dungeon
MEDIEVAL BLACK MUSEUM

Thousands flock to the London Dungeon—the only exhibition of Medieval Misery and Evil anywhere in the world. Fact is Stranger than Fiction 11. School parties are particularly welcome at reduced rates. OPEN EVERY DAY 10-5. BTA AWARD-WINNING EXHIBITION.

135 Macabre! 34 TOOLEY ST. 861

DYLAN THOMAS SUMMER SCHOOL
23-30 JULY, 1977
University College of Swansea
17, Clarendon House, 4, Victoria Terrace, Swansea SA2 8JQ. (Tel. Swansea 5718)

مركز الامم المتحدة

Last week's Youth Charter conference attracted 1,400 delegates. Here, OWEN SURRIDGE reports on the final sessions and, below, MARK JACKSON sums up the conference and its effects

Shock of pupils in crime

Britain has a force of school-age burglars, magistrates told the conference. The cause was boredom. Mrs Hilary Halpin, chairman of London Juvenile Court, said she was "shocked and alarmed" at the statistics. "The average burglar of today is aged 16. "Fifteen years ago you rarely got anyone under 17 breaking or entering a house or doing robbery with violence. Now I think never a week passes in the court when you don't get one or other or both. Mrs Halpin, a magistrate for 27 years, quoted figures to show that 22 per cent of all indictable offences of all burglaries and 16 per cent of crimes of violence against the person were committed by juveniles. "I think these children do this because they are bored. They are living in concrete jungles, their parents are fed up with them and often don't want them around. They don't, as a commoner thought, sit glued to the television; they go out and get into mischief out of sheer boredom. Burglars were going to be even younger in the future. "Youngsters going into crime are getting younger and there are going to be far more serious crimes. I think it is because we live in such a sophisticated age."

First step to a Ministry of Youth?

There is now something called—wait for it—"youth affairs". The concept which has become firmly established in the course of the Youth Charter conference, may—who knows?—one day lead to a Ministry of Youth. The conference, the most exuberant talkfest yet staged in the name of youth, has clearly achieved its main declared objective: to focus the attention of those concerned with youth and those who can make decisions. But the conference has also gone a long way towards fulfilling its hidden agenda of its chief inspirers—the National Bureau of Youth, who want a powerful independent organization for young people. The pressure is now on the two existing bodies which claim to represent them: the British Youth Council and the National Youth Assembly, to unite in an effective youth-controlled movement. Many people inside these organizations see them as complementary. The council is made up of representatives of various national youth bodies, including political organizations, and officially represents British youth internationally. For this role it receives a Foreign Office grant, and is able to maintain a presence in the United States. The National Youth Assembly is the nearest thing at present to a grassroots youth movement. It is basically a federation of 36 district youth councils—only a fraction of the country's whole, but a useful beginning. Together, the two bodies could constitute the nucleus of a movement which would bring together individual youth member organizations—such as Scouts and Guides, the National Union of Students, trade union and political youth sections, clubs—at national level and in the districts. The irony is that neither of the two existing organizations took any part in the charter conference proceedings. The council was originally set up in 1964 to coordinate

'Junk' is Sir Arnold's verdict

Traditional English values are being destroyed by "teachers' self-seeking politicians, profligate bureaucrats and the loss of moral standards." The charge was made in a vigorous speech by Sir Arnold Weinstock, managing director of General Electric Company, at the Youth Charter conference held in Wembley, London, last week. In a bitter attack on the schools he complained that too many teachers were unfit to teach: "There are so many bad teachers and so much junk comes out of the training colleges." Educational values should be rethought. "Schools should concentrate their efforts on giving young people the skills for living", he said. Mr John Palmer, of the Employment Education Trust, though such remarks would only antagonize teachers. But Sir Arnold was unrepentant. "I am in the business of paying for education and of having to make use of its products. It is my right to complain. Education has fallen flat on its face and it is getting worse." His own company was unable to find enough 16-year-olds who could read, write and count, so it had been forced to set up its own training school for the purpose. He was no diplomat, he admitted, but he saw no way of saying in one breath

Social work for unemployed?

Unemployed school-leavers could be paid the equivalent of unemployment benefits to do social work, Mr Norman St John-Stevens, Opposition spokesman on education, told the conference. "If industry cannot be persuaded to accept government subsidies to give temporary employment to school-leavers", he said, "perhaps the money allocated to this purpose could be used to finance social work." One of the prime objectives was to counter the dangerous mood of disillusionment and apathy so widespread among young people. British industry should adopt a new attitude towards their production where talent deserved it. The brain drain was often explained by low salaries paid by British firms. "But money is only part of the explanation. Very often young people are not searching for money but recognition, responsibility and the opportunity to do a useful job. Often unable to find this opportunity, they desert industry for foreign countries."



Dressed in old fashioned clothes, children at Butler's Hill Infants School in Hucknall, Nottinghamshire, mark the school's one hundredth birthday with a game of hopscotch.

Northern Ireland's secondary reorganization plans to another battering this week. PAUL MCGILL reports

Ulster Tories attack comprehensive principle

As opposition mounts in Northern Ireland to the Government's proposals for parallel 11-16 and 11-18 secondary schools, statements from the Official Unionist Party show that there is still strong opposition to the very principle of comprehensive education. The Association of Governing Bodies of Voluntary Grammar Schools has called on the Government to set aside for the present the consultative document issued last July. The association recommended this "to spare our community needless acrimony and division and to put in hand a broader examination of the essential values of our educational arrangements from which all may benefit." In a statement issued after a special general meeting, the association urged greater consideration of a system of guided parental choice as a substitute for the existing 11-plus exam. It argued that no satisfactory curriculum and that schools with sixth forms should be allowed to keep and improve them. The statement claimed that the Government's document did not set out, much less substantiate, the case for comprehensive education. On the broader front of public policy, the association said, schools in Northern Ireland "prevent one of the more stable elements in a greatly disturbed society and have not only survived the challenge of violence and lawlessness but in many cases shown a marked advance in civic awareness and social responsibility." The association believes that an upheaval at this stage (while unrest and instability continue) could cause a serious setback. The Official Unionist Party adopted a report which described the Government's document as "insensitive, mechanistic, numerical and bureaucratic" and claimed that it ignored the emotional and psychological factors which affected pupils. Much of the report was taken up with an attack on sixth-form colleges, but it also criticized parallel 11 to 16 and 11 to 18 schools, claiming that they would remove the basic idea of parity of esteem. The complete abolition of selection at 11-plus could lead to the destruction of some of the best work of the grammar schools, affecting between 10 per cent and 15 per cent of the age group and could damage education in the more progressive secondary schools, affecting half the age group. "While sixth-form colleges had their difficulties, the report noted that current thinking outside urban areas point (sic) towards a different division of age groups."

Despondent staff see standards sinking

Teachers gave themselves a black mark this week for allowing standards to fall in schools. A survey by the National Association of Schoolmasters-Union of Women Teachers reveals that 61 per cent of the members questioned believe that a weakening of the teachers' authority has produced lower standards. Only 8 per cent think standards in secondary schools are higher than they used to be, while 73 per cent think they have dropped. Many teachers believe that one reason for the decline lies in the changing attitudes of pupils who were said to be disrespectful and uncooperative, especially in the 14-plus age group. The disappearance of the 11-plus is felt by 44 per cent of NAS-UWT members to have contributed to the decline; 55 per cent blame the abandonment of streaming; 34 per cent pick on the introduction of flexible teaching groups as opposed to traditional classes. Among primary teachers, the responses highlight three areas of concern. There is widespread doubt about the efficiency of mixed ability teaching. A strong current of opinion favours greater emphasis on basic subjects such as English and arithmetic. There is also strong support for steps to ensure agreement between primary and secondary school on levels of attainment when children move from one school to another. The survey comments: "In this connection it is felt that the virtual disappearance of the 11-plus examination has contributed to falling standards, in the three Rs though it must be added that there is little NAS-UWT support for the reintroduction of this examination. Although many secondary teachers felt that the standards achieved by the best pupils were at least equal to—and better—than before, there was wide agreement that general standards were lower. It was, however, frequently stated that social improvements had to be set against the fall in academic attainment. There was little optimism about the early improvement in standards but there was a reassertion of teacher authority, backed up by parental support, was vital. Many teachers also emphasized the need for more

vigorous support from local authorities. The survey represents the views of about 18,000 members but he consulted some branches of the union one questionnaire after another special meetings, there is no guarantee that the survey is statistically valid. Mr Terry Casey, NAS-UWT general secretary, said the survey vindicated many of the warnings the union had given for some time about the state of education. Mr Casey's judgment must be that teachers are right to share a pretty general anxiety about the schools, but most teachers have little to be ashamed of. "Anybody who wants to cast stones should get into the classroom and try his hand."

Sanctions lifted after jobs pledge

Industrial action by teachers in Lancashire has been called off after the local authority has given an assurance that staffing levels will not get worse this year. The National Union of Teachers has told its members in 280 Lancashire schools to discontinue the sanctions which began in September last year. The county's assurance means that 420 jobs will be saved and supply teachers will continue to be provided. Mr Ian Moran, president of the union's Lancashire division, said: "We regard this as a real achievement." The NUT will continue to campaign against any reduction in places for children under five.

The MP and the mandarin: duel over DES 'failures'

The Department of Education and Science is being pushed, "kicking and screaming", into the sort of forward thinking it had failed at in the past, Mr Bryan Davies, Labour MP for Enfield North, told a meeting of the British Educational Administration Society in London at the weekend. The meeting turned into something of a duel between Mr Davies, one of the members of the select committee which last year criticized the department's lack of openness and planning, and Sir Toby Weaver, a former senior civil servant in the department and now professor of education at the Open University. Lack of better education and training for the 16 to 19-year-olds and of enthusiasm for the Diploma of Higher Education were two examples where the department had fallen down through want of foresight, said Mr Davies. "That is why, when this Government came to power we had a clearly defined priority for the 16 to 19-year-olds, we are still trapped in a situation in which pilot studies are still being carried out." That was also why money for the

training of the 16 to 19s was having to be channelled through the Department of Employment. The DfEE had been launched "on a huge and a prayer". The DES expected the liberal consensus to respond to it without incentives, by way of extra resources to the institutions who were supposed to take it up. "Precious little is being done to relate this course to the needs of industry. Nothing is being done to change the climate among the receivers of this course. Employers are asked to take it on trust. The traditional rather than the novel or participative is the new venture." It was no good the DES saying that that was the nature of the system and all they could do was float a few ideas. The need for central planning had increased with the increases in the money spent on education. They had to develop a perspective longer than three years ahead and there was evidence that, reluctantly, they were doing this. Mr Davies denied Sir Toby Weaver's suggestion that DES

planning was merely a fashion, a fad that would pass in the years. Sir Toby minimized the importance of planning in the DES's work. It was only a very small part, he said. The department had also to set the right standards were that the right resources were made available. It also had to promote the cause of education, "like Mrs Williams speaks a day and holds three constant public relations exercises—but one that takes up an awful lot of time of DES officials, catching up with the last idea the Minister talk about tomorrow." He derided the idea that the DES could be composed of futurologists to create an education system that would be able to cope with the assumed situation then. "I am immune," he said, "to all the attempts to get one great overall, synoptic view of organizing the learning of 12 million learners. No individual or computer is

capable of this." By the time such a sophisticated plan could be drawn up it would be out of date. But Mr Davies said he was not expecting anything of this kind from the DES. He wanted a less passive stance in which the department just seemed to react after the event. It was showing a lead with the Great Debate, "but why does this leadership only emerge when prompted by a crisis?" Mr R. H. Hird, an Under Secretary at the DES, said: "It was possible that these questions were anticipated by the Department but kept quiet on the instructions of ministers." Mr Davies replied that if that was the case, why had the department taken so long to adopt the policy in favour of 16 to 19-year-olds? "Had the work been going on the present Government's policy would not have taken off as slowly as it had in this area."



Left: Bryan Davies; right: Sir Toby Weaver

DISCOVER THE FUN OF CREATING AN ALTAIR DESIGN

OVER 8000 excitingly individual and colourful designs resulted from our last two ALTAIR Competitions in London and the South East.

NOW Children's Book Centre in co-operation with Longman, the publishers of ALTAIR DESIGN SHEETS, invites pupils and staff in schools at home and abroad to enter the 1977 ALTAIR DESIGN COMPETITION.

CHILDREN'S BOOK CENTRE offers their own exclusive ALTAIR DESIGN COMPETITION PACK comprising one each of all 16 available designs, for individual use, at 40p. One free pack supplied with every ten ordered.

CHILDREN of all ages from 5-16 as well as hard pressed adults learn something special from colouring in these mathematically based design sheets and creating new patterns.

OVER £200 worth of Book Tokens will be awarded to the best entries selected by a panel of judges, from completed designs sent in not later than 31st August 1977. Awards will be made in the following age groups: Group I Under 7; Group II 7-9; Group III 10-16; Group IV 17 and over — no age limit!

FILL in the coupon for FREE copies of a colourful ALTAIR prospectus

To: CHILDREN'S BOOK CENTRE LTD. Mail Order Dept., Little Mead, Afold Road, Cranleigh, Surrey GU8 8NU

Please send . . . free copies of ALTAIR prospectus for distribution in my school.

Name

School

Address

No. of pupils

BLOCK LETTERS PLEASE

Early skirmishes in battle for control of local colleges

by Bert Lodge

Who runs the polys?

possible for the college billed the other authorities that benefited from it. This was replaced in 1959 by the present system of pooling costs among all L.E.A.s.

Mr Fowler said there was an urgent need to sort out the present system of management and financing of advanced further education. The differential between the pay of the experienced worker and the young untrained worker had narrowed sharply since the Second World War so there was much less incentive now to employ the young worker simply because it was cheaper.

One remedy for this was a much more intensive programme of continuing education for the 16 to 19 year-olds. At the same time there were likely to be too many advanced further education places as former colleges of education began to diversify and the 18 plus age group began to shrink for at least 12 years from 1982.

This means that it is imperative that we have tight control and management of further education and especially of the development of new AFE courses over the next decade," Mr Fowler said. Yet the present pooling system encouraged the development of AFE courses, he pointed out. It entitled an authority putting on such courses to get money from other authorities.

Only those institutions providing more than 40 per cent of advanced work would be included in the block grant, Mr Fowler proposed. "The block grant would be allocated to each spending unit within the institution in order to optimize their financial resources," he added.

Mr Fiske said there were strong arguments against a straight hand-over to national government of the 100 or so institutions responsible

for AFE.

"Nationally run services tend to be cumbersome, remote and slow-moving," he said. "And even in a nationally monitored structure such as the education service, local authorities have scope for initiative and innovation. These are unlikely to come from a single centre."

Mr Fiske did not expect his scheme for regional executive authorities to happen in the next 10 years, if at all. His second choice—a national commission as had been seen and admired in Australia—would enable L.E.A.s to continue maintaining institutions.

"Wherever the Oakes committee ultimately decides I hope they will think it appropriate to get some information on the Australian experience since 1972," he said.

Mr Fiske offered the seminar a third alternative—one which he believed would find strongest support within local government. "It is the view that this is not a time for further radical reform of organizations and machinery of government because of the exceptional conditions created by inflation. For all its defects the existing basis for operating has not all that had a track record."

Mr Fiske said there were strong arguments against a straight hand-over to national government of the 100 or so institutions responsible

"When professional administrators are not spending time protecting their favourite methodology, instruments or programmes, they are busy prostituting their intellect to money-providing agencies or organizational superiors," Dr Brosnan said. He was doubtful if the local authority pattern of finance and accounting was adequate for polytechnics.

"Why are we stuck with the historical system of accounting that lets you had last year plus or minus whatever seems good to the political powers transiently in control?" he asked. "Where has there ever been a case put forward for zero-based accounting?"

Dr Brosnan criticized the inflexibility of polytechnic operations. "The number of hours per week are so tied down by the teaching unions as to preclude all possible means of improving efficiency, and reasonably so. The national salary scales preclude any use of so-called sticks and carrots."

Dr Brosnan went on to make what he called "an outrageous suggestion". "If for full-time students we started at 8 am and went on to 6 pm we could double the number of students who could use the same facilities for just as effective an education."

Mr Price said he had been a member of a working party of treasurers which reported to the Layfield committee on local government finance. They had favoured a return to recruitment anybody who thinks recruitment is complicated should try and fill in a pooling claim," Mr Price said.

Dr Brosnan thought the problems in higher education were not financial but managerial. Local education authorities and polytechnics getting together without institutional pride or local prejudice could solve them.

He could see no way in which all duplication could be avoided if it would close too many options for too many people.

Inquiry team named

The members of the committee, under the chairmanship of Mr Gordon Oakes, minister in charge of higher education, were named this week:

Lord Alexander of Potterhill, sec. Ass of Educ Cities; Mr J. V. Barnett, principal, College of Ripon & York St John; Sir Michael Glabbe, Dir. H. Kay, Vice-Chancellor, Exeter Univ; Mr P. Knight, sec, Poly of N London; Mr T. G. Mercer, man dir, Thomas

Mercer Ltd, vice-chm, Hatfield Polytech; Prof W. Taylor, dir, Univ of London Inst of Educ; Mr M. Yenn, chm, Standing Comtee of Reg Advis Cels for Further Educa.

Sir Ashley Bramall, Leader, ILEA; Mr K. Brooksbank, ch educ off, Birmingham; Mr W. V. E. Cairns, Chm, North Edu Ctes; Mrs F. L. Coker, Essex CC; Mr J. R. Horrell, chm, Cambs CC; Mr F. Horton, chm, Shaftesbury; Mr D. E. A. Jones, ch educ Ctes; Mr D. E. A. Jones, ch exc, Gwynedd CC; Mr J. A. Springett, co educ off, Essex CC; Mr

M. Thornton, Leader, Wirral Met Dist C. Lord Heycock, Chm, Welsh It Educ Ctes. Mr L. H. Fansworth, prin, Brighton Tech C. Dr A. Suddaby, Provost, City of London Poly. Mr M. W. Rickett, Dir, Middlesex Univ. Mr F. C. A. Cummings, prin, Rolle Coll. Mr T. Driver, gen sec, NATEHE. Mr D. B. Edwards, prin, Rothertan C of Tech; Dr P. Knight, sen lect, Plymouth Poly.

there are student union ... who not go the whole hog? "The working party welcomed the Council of Local Education Authorities proposed to send individual polytechnics. But it does not think this would go far enough. What was wanted was a structure of recruitment rates."

Mr Jack Springer, Essex education officer, and chairman of the pooling committee, said the idea, said the teachers' union, did not represent the visiting specialists who would do the teaching.

The team, probably including a treasurer and an education officer, was invited to visit an institution of its choice. The first was the Polytechnic in Leamington, managed by Mr Jack Springer. This is now Mr Jack Springer's project which is having a trial run in Midlands schools this autumn. It was not a controversial body. It would be invited to visit an institution of its choice. The first was the Polytechnic in Leamington, managed by Mr Jack Springer. This is now Mr Jack Springer's project which is having a trial run in Midlands schools this autumn.

The format is a chain of school leagues for under-16s. Each league club has four schools made up of four mitee recommendations. Each league will have a minimum of 16 clubs and two doubles. Each league will be one short set. The league winners then move into a follow-up tournament to decide the team champion.

Mr Moore says this will not clash with the Nestlé's ladder tournament which is for individuals and which is also run by the LTF. It is complementary to this and all other

There could be quite a tussle in the school. The English Tennis Association should be nominations of the Leamington Sports Centre, Mallock, to balance of interest and representation.

Another three each would go to the CII and the TUC, each of which are not only representing their own interests but also those of the wider community. The TUC representatives, led by Mr G. Venn, chairman of Standing Conference of Regional Education Councils, pointed out that such a structure would ensure close associations of schools at the same time as creating strong direct links with representative bodies.

Leading Juniors will oppose each other in the boys' under-16 section at Queen Elizabeth School, Barnet, London, and in the girls' section at Meole Brace School, Shrewsbury.

Felix Middle School, Nowmarrate, will be there again to defend their under-13 title which they won at the same venue last year. More than 2,000 teams are registered for these championships.

The teachers put smoking at the head of their list, followed by "personal hygiene", road and water safety and first aid, sex education and mental health education.

Mr McGuffin said: "As the consent is 16 it appears that young people should have adequate information and also practical on-practical matters which arise in relationships with the opposite sex." But he recognized that there were religious complications.

Of the 70 schools surveyed, the findings probably reflected a pattern that would be found in many parts of England and Wales. Health Education in Northern Ireland Schools by Mr. S. J. McKeown can be seen at St. Anne's College, Belfast, and at the Education Council, 78 New Street, London WC2A 1AB.

Sex or smoking? Generations split over health education

Mr Sam McGuffin, senior lecturer at Stranmillis College of Education, Belfast, asked more than 1,000 teachers, parents and pupils in the province what they believed schools should be teaching about health.

Top of the parents' list were smoking and cancer, drugs and alcohol, and road safety. Only about half wanted schools to teach about contraception. Roman Catholic schools were not included in the parental survey.

The teachers put smoking at the head of their list, followed by "personal hygiene", road and

Techniques of the champions

Production of Speedo by Dennis Productions of Sydney, International Swimming shows some of the techniques used by the champion, John Naber, Jim Manery, and others.

It is interesting to see how the techniques are used to explain the body movement. Backstroke is explained as a rotation of the body along the long axis, like ducks, doing a lot of work under water.

The film is produced by the National Physical Education Centre, 2 Paxton House, ASC 27, 95B, Leamington Spa, Warwick, CV34 5AJ.

32,500 pupils speak Welsh

Three-quarters of primary schools in Wales do some or all their teaching in the Welsh language, according to the first issue of *Statistics of Education in Wales*, published by the Welsh Office.

The new publication shows that only 500 out of nearly 2,000 primary schools in Wales do not do any Welsh teaching, while 400 schools use the language as the main medium of instruction. In total

there were 32,500 Welsh children in primary schools in Wales. Mid Glamorgan had the largest class in its primary schools, with half of them being 31 and 40 pupils, and fewer than 41. Only 195 had fewer than 21.

By contrast in many parts of Wales, the National Physical Education Centre, 2 Paxton House, ASC 27, 95B, Leamington Spa, Warwick, CV34 5AJ.

Tennis 'breakthrough' into state schools

by Stanley Levenson

"A breakthrough" . . . "erection of a platform". This is how Mr Jack Moore, manager of the Lawn Tennis Foundation, describes the new tennis project which is having a trial run in Midlands schools this autumn.

This enterprise is supported by the Lawn Tennis Association and the National Physical Education Centre. It is administered jointly by Coca-Cola and the LTF.

The format is a chain of school leagues for under-16s. Each league club has four schools made up of four mitee recommendations. Each league will have a minimum of 16 clubs and two doubles. Each league will be one short set. The league winners then move into a follow-up tournament to decide the team champion.

Mr Moore says this will not clash with the Nestlé's ladder tournament which is for individuals and which is also run by the LTF. It is complementary to this and all other

There could be quite a tussle in the school. The English Tennis Association should be nominations of the Leamington Sports Centre, Mallock, to balance of interest and representation.

Another three each would go to the CII and the TUC, each of which are not only representing their own interests but also those of the wider community. The TUC representatives, led by Mr G. Venn, chairman of Standing Conference of Regional Education Councils, pointed out that such a structure would ensure close associations of schools at the same time as creating strong direct links with representative bodies.

Finalists face hard fight

Beverly Boys' School, New Malden, Surrey, last year's winners of the under-19 age group will be challenged by Milton School, Cumbria, who were under-16 champions, and Ashwood Heath School, Birmingham.

Beverly have an ace in the pack who could be decisive—Stephen Oxall, one of the best young players in the country who, last year, was under-16 individual honoree.

Stephanio Jones, ranked 14th among seniors, is in the team from Highfields School, Wolverhampton, which is contesting the girls' under-16 final against Tolworth School, Surrey, second last year, and Roundhay School, Leeds.

Highfields who were third in this group in 1976, are also defending their under-16 title against Milton and Brampton Manor, Newham, London, last year's under-13 winners.

Leading Juniors will oppose each other in the boys' under-16 section at Queen Elizabeth School, Barnet, London, and in the girls' section at Meole Brace School, Shrewsbury.

Felix Middle School, Nowmarrate, will be there again to defend their under-13 title which they won at the same venue last year. More than 2,000 teams are registered for these championships.

In brief

Essex chases asbestos

Essex County Council has spent £63,000 this financial year on tackling blue asbestos hazards in its schools. Blue asbestos spray finishes have been removed from all areas where children might be exposed. The county will be repairing three more schools this year, each of which has hady damaged flock asbestos ceilings. The rest of the work will be carried out next financial year.

Lead check on under-fives

A total of 640 children, all aged under five and from all parts of Birmingham, are to be tested for the level of lead in their blood. The survey, the first on pre-school children in the city, will be carried out in March at a cost of £6,000.

Bursaries for Bolton

Last year the Leverhulme Trust gave a grant of £70,000 in bursaries towards assisted places at Bolton School for the children of poor parents. The money is to be spread over seven years. The trust gave out £2,638,000-worth of grants in 1976.

Training to work

A new leaflet for school leavers has been produced by the Department of Education. Entitled *What Next after School?*, it tells young people who have not yet decided what to do when they leave school, to find out how a local college can help with training for a job.

Access cards for pupils

Schools can teach children how to take the waiting out of wanting with access cards and the little machines. The Joint Credit Card Company is offering free kits to schools, not so that pupils can spread the load of higher priced school dinners, but so they can learn about the industry while it is supposed to make money obsolete. The company will hand over retailers' processing machines, dummy cards and sales guides to schools who are prepared to ensure their security.

Back to the cobb

Devon County Council is turning the clock back in an attempt to bring building material which could be used for schools. It is experimenting with a modern adaptation of a traditional building material, cobb, made of mud or clay and straw. An experimental building at Bicton Agricultural College, Budleigh Salterton—will have its outer walls coated by a glass reinforced material to waterproof the walls. The building will be constructed of unfired clay bricks.

Nursing future

The Nurses' Christian Fellowship has published details of its summer schools for future nurses to be held in 1977. Further details from the fellowship, 277a Ewell Road, Surbiton, Surrey.

People

Mr James McCutcheon, senior assistant education officer to Norfolk County Council, is to be the first full-time secretary of the East Anglian Advisory Council for Further Education.

Ms Margaret Constable, director of courses at the Advisory Centre for Education, is to be research/action officer with the National Educational Research and Development Trust.

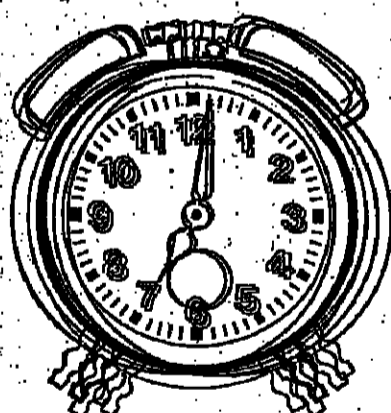
Mr Tim Devlin, education correspondent of *The Times*, is to be director of the Independent Schools Information Service from June 1.

Mr John Bulled, head of Wyke Manor School, Bradford, is to be chairman of the English Schools' Cricket Association.

Mr E. K. Culnane, deputy head of Moyfower School, Basildon, Essex, is to be head of Grey Court comprehensive school, Eam in the borough of Richmond upon Thames. Mr B. C. Drury, formerly deputy warden of Wymondham College, Norfolk, is the new head of Chatham House Grammar School, Ramsgate.

Universities

Mr F. M. Fowler, reader at Queen Mary College, to the chair of German language and literature. Mr G. N. Stanton, lecturer at King's College, London, to the chair of New Testament Studies.



TIME TO ORDER
NOVELLO
PUBLICATIONS

Sing Care Away 1

34 songs to suit everybody. Mainly unison, but with a few two-part songs and rounds, this collection has stood the test of time, and still out-sells most of its competitors.
Plano edition: £2.55 Vocal part: 65p

Listening Together

Ever since first publication this compilation by Marjorie Egle has been a 'standard' for appreciation studies. Musical examples and photographs illustrating the many aspects that are covered enable both eye and ear to be trained together.
Teacher's book £1.70 Pupil's book 75p

Aural Adventure

An ideal introduction by George Seif to aural work in preparation for CSE examinations.
Teacher's book 85p Pupil's book 54p

Available through your local dealer: inspection copies from us

NOVELLO Borough Green, Sevenoaks, Kent.

child's play!

The latest worksheet in Copydex's series of creative handicrafts is called "Let's make Patterns".

It explains how to make highly-decorative positive and negative pattern pictures by cutting out shapes from contrasting paper and sticking them down.

"Let's make Patterns" is fun. There's wide scope for each child to express himself individually. And because the only extras are Copydex adhesive and coloured paper, it's inexpensive.

Send the coupon for six illustrated copies of our easy-to-follow worksheets and one teacher's notes.

Copydex - the clean adhesive for the classroom

To: Dept T2, Copydex Ltd., 1 Torquay Street, London W2 6EL.
Please send me 6 copies of 'Let's make Patterns'. (The worksheets and teacher's notes are free but please include 15p in stamps to cover postage and handling.)

Name _____
Address _____

Challenge to Schools!

Open to all schools—the fifth Observer/Copydex Competition.

Winning school gets the Copydex/Challenge Cup.

Full details in the Young Observer Section of *The Observer* colour supplement 27th February.

COURSES

A career in teaching?

Courses at
**Dudley Newman North Worcestershire
Westhill Wolverhampton**
Colleges in the Midlands
leading to awards validated by the University of Birmingham

**B.Ed. (Honours) Degree : Four year course
B.Ed. (Ordinary) Degree : Three year course
Teacher's Certificate : Three year course**
(except N. Worcestershire and Westhill)

A Diploma of Higher Education may be awarded to a student who successfully completes only the first two years of a B.Ed. Degree course.

The Colleges also offer in-service courses for serving teachers at both B.Ed. (Honours) and advanced Diploma levels.

Apply to the College Principal for details of the range of courses and other specialisms, eg Postgraduate Certificate in Education, teaching mentally handicapped children, and community and youth work.

Dudley : Castle View, West Midlands, DY1 3HR.
Newman : Genners Lane, Bartley Green, Birmingham, B32 3NT.

North Worcestershire : Burcot Lane, Bromsgrove, Worcs., B8 1PC.

Westhill : Weoley Park Road, Selly Oak, Birmingham, B29 6LL.

Wolverhampton : Teachers College, Walsall Street, Wolverhampton, WV1 3LE.

West Germany

Student grant changes under fire

by David Dungworth

The Bonn government's plans to raise student grants have been condemned as "completely inadequate" by West Germany's National Union of Students (VDS).

The government is proposing that the maximum grant should be increased from DM500 a month to DM580 (about £140) and that the income threshold at which parental contributions become payable should be raised from DM950 to DM1,100 a month.

According to Ilarr Reinut-Jochimsen, State Secretary at the Ministry of Education and Science, the new rates more than cover the 12 per cent rise in the cost of living since they were last revised in September 1974. They will cost the government DM1,800m in 1977, compared with DM1,600m last year, and a further DM2,000m in 1978. Talks are now being held with the *Länder* governments, which contribute 35 per cent of the total.

The VDS has called for a maximum of at least DM600, backdated to October 1 1975, and parental contributions only from those with an income of more than DM1,200 a month. It is also demanding that in future grants should be adjusted annually in line with the cost of living.

Criticism has not been confined to the level of the proposed increases. It is feared that the government intends to introduce changes in the system which will mean that a greater proportion of state support is paid in the form of a loan. The report makes no specific statement to this effect but Chancellor Schmidt's policy declaration when the new government took office in mid-December indicated a move in this direction.

Additionally, the students are complaining that the report contains no mention of the date on which the new rates are to come into force. Although Herr Jochimsen hopes that the recommendations can be finalized in time for them to be submitted to the Upper House (*Bundesrat*) at the beginning of next month, the Ministry of Finance does not want them to be implemented before August.

Support for the students has come from the teachers' union, the *Gewerkschaft Erziehung und Wissenschaft*, which claims to have 20,000 student members at over 80 institutions of higher education. Union president Herr Erich Frister has accused the government of blatant mismanagement of the university sector. The GEW, he said, fully endorsed the demand made by the German Trade Union Federation (West Germany's TUC) for a maximum grant of DM600 and a parental income threshold of DM1,300 a month.

South Africa

More talks over mixed school plans

from Louis Hotz

The controversy over the admission of all races to private church schools, raised by the decision of the Catholic Church to allow non-White children to attend its "White" schools, has for the time being been defused by the announcement that the issue has been referred to the Cabinet by the Cape and Transvaal provincial authorities. They had threatened to close down the schools concerned and to prosecute Coloured and other non-White parents who sent their children to these schools.

Meanwhile, pupils of all races continue to attend several of the Catholic schools involved. At the same time the Anglican and Methodist churches have made representations for permission to follow the Catholic example.

These churches have in the past accepted the principle of integration in their private schools but have evaded anything which could be construed as confrontation with the State on this issue. In Natal, which has a number of church schools, the provincial administration has declared that it will not interfere with churches wishing to throw their schools open to all races.

Italy

Parent power sharing 'needs to expand'

from our correspondent

An authoritative analysis of the first year of parent participation in the Italian state school system has concluded that its field of action is too limited.

The analysis, by the government study centre Censis, is the first detailed report of what happened after nine million parents, 600,000 teachers, 140,000 non-teaching staff and 1,200,000 senior pupils elected their representatives to the newly created area, school and class committees in 1975.

The event was a minor revolution for the Italian education system, hitherto run on authoritarian lines by a tightly controlled Education Ministry and powerful headteachers.

Stimulated partly by keen media interest, 72 per cent of the parents turned up to vote for the first elections. This was followed by a sharp drop in interest, in attendance at assemblies and turn-out at subsequent elections.

The event was a minor revolution for the Italian education system, hitherto run on authoritarian lines by a tightly controlled Education Ministry and powerful headteachers.

Stimulated partly by keen media interest, 72 per cent of the parents turned up to vote for the first elections. This was followed by a sharp drop in interest, in attendance at assemblies and turn-out at subsequent elections.

France

Reforms criticized for not aiding slow learners enough

from Mark Webster

The advisory council appointed by M René Haby, Education Minister, to oversee the wide-ranging reforms in French education due to come into force in September, has rejected a number of the proposals and strongly criticized a project for helping slow learners.

The Minister is not bound to follow the advice of the *Conseil de Placement*, *Conseil de Technique* (CRIT) and the reforms will probably go ahead as planned, but the objections add formidable weight to the lobby which is demanding radical alterations to the new scheme.

The CRIT's particular dispute is over the "support" teaching programme which is designed to combat the unacceptably high number of children who have to repeat a year because they are slow learners.

Redoublement has long been unpopular with French educationists. It can mean a slow learner being condemned to working in a class

of children two or even three years younger.

In primary school projects classes 14.8 per cent of children are expected to have an effect on enrolment. The Haby reforms envisage a flexible preparatory cycle of one or two years but the critics say it will merely disguise the problem, not solve it.

Most of these inevitably fall on the critics say that a second opportunity is not a radical reorganization of procedures.

The extent of the support programme proposed in the reform cover French and mathematics is very vague in suggesting that children should benefit.

Wintersports Quick Tickets. When you want to leave the country in a hurry.

This is the latest on Quick Ticket holidays. All prices guaranteed final, so enjoy Thomson Holidays but quick.

Origin	Destination	Adult Price	Child Price
AUSTRIA	LUTON	4 Mar	2 Mar
GERMANY	LUTON	13 Mar	6 Mar
FRANCE	LUTON	13 Mar	6 Mar
FRANCE	LUTON	20 Mar	10 Mar
FRANCE	LUTON	6 Mar	3 Mar
FRANCE	LUTON	13 Mar	6 Mar
FRANCE	LUTON	20 Mar	10 Mar
FRANCE	LUTON	20 Mar	10 Mar
FRANCE	LUTON	20 Mar	10 Mar



We take the care. You're free to enjoy yourself.

Australia

School year opens amid job worries

from William Purvis

Most of Australia's three million school pupils went back to school last week after their summer holidays. The year ahead promises to be more tense than usual for the pupils, their schools, parents and teachers.

Many older pupils have returned to school for another year only to find that the national unemployment rate is now 5 per cent; among teenagers it may be 10 per cent or more—exact figures will not be known until those who left school at the end of last year decide whether to re-enter for unemployment benefits or go back to school for another year.

During the last two years educational issues have become increasingly contentious, politically, as the Social Democrats have attempted to push ahead with reforms to demarcate the boundaries between academic and vocational training, decrease streaming, exams and marking in the comprehensives and introduce restricted entry to higher education.

The major achievement has been the final passage of the comprehensive reform after four years' debate and delay. The new school system, which came into operation last autumn, includes an optional nursery class for six-year-olds, nine years of basic schooling and an optional tenth year.

Nevertheless, passage was only secured after considerable compromise and the decision by the Social Democrats not to restrict their own party's 1972 proposals, which included radically modified streaming and the virtual abolition of exams, and the 1974 Liberal Government's proposals were adapted.

The compromise has meant that parent-dominated local school boards can now divide classes for a limited range of subjects in the early ninth and tenth years (14 to 17 year olds) into general and "extended", or advanced, study levels.

In addition, pupils in consultation with parents and teachers, can decide whether or not to take leaving exams in Danish, maths, English, German and physical chemistry at the end of the ninth year. Those leaving a year later also have the choice whether to take exams and, if so, whether to take the ninth-year exam or "extended ones" in the same subjects.

There have also been battles over the marking system to be used in the reformed comprehensives. Mrs Ritt Bjerregaard, the Education

Minister, wanted to introduce a five-grade scale to lessen competition among pupils, but Parliament, backed by employers' organizations, favoured retention of existing marks comprising 10 characters on a 13-grade scale as used in upper secondary and higher education. The Minister has now had to accept this.

The government has also been baffled in its attempts to get Parliament to agree to experiments with a 12-year period of continuous schooling, allowing a three-year work-comprehensive schooling for all who wish.

The further three years would have prepared students both for higher studies and professional life, leading to the breakdown of barriers between academic and other learning, easier transfer between courses and the possibility of returning to tuition after a period in work.

Denmark

Vocational training and jobs the priorities

Next week Denmark is going to the polls for the third time in three years.

Mike Duckenfield reports from Copenhagen.

Next Tuesday's general election—the third in only 30 months—is likely to have a significant effect on the pace, if not the long-term direction of current attempts to reform education, bringing it more in line with that of Denmark's Nordic neighbours.

Recent opinion polls suggest that the Social Democrats, who have formed a minority government for the past two years, will gain support and continue in power. The assistance of the Liberal Party is in the last Parliament the government relied mainly on four small centre-right parties and were opposed by the Liberals, three extreme left groups and Mr Mogens Gistrup's Progress Party on the far right.

During the last two years educational issues have become increasingly contentious, politically, as the Social Democrats have attempted to push ahead with reforms to demarcate the boundaries between academic and vocational training, decrease streaming, exams and marking in the comprehensives and introduce restricted entry to higher education.

The major achievement has been the final passage of the comprehensive reform after four years' debate and delay. The new school system, which came into operation last autumn, includes an optional nursery class for six-year-olds, nine years of basic schooling and an optional tenth year.

Nevertheless, passage was only secured after considerable compromise and the decision by the Social Democrats not to restrict their own party's 1972 proposals, which included radically modified streaming and the virtual abolition of exams, and the 1974 Liberal Government's proposals were adapted.

The compromise has meant that parent-dominated local school boards can now divide classes for a limited range of subjects in the early ninth and tenth years (14 to 17 year olds) into general and "extended", or advanced, study levels.

In addition, pupils in consultation with parents and teachers, can decide whether or not to take leaving exams in Danish, maths, English, German and physical chemistry at the end of the ninth year. Those leaving a year later also have the choice whether to take exams and, if so, whether to take the ninth-year exam or "extended ones" in the same subjects.

There have also been battles over the marking system to be used in the reformed comprehensives. Mrs Ritt Bjerregaard, the Education

Minister, wanted to introduce a five-grade scale to lessen competition among pupils, but Parliament, backed by employers' organizations, favoured retention of existing marks comprising 10 characters on a 13-grade scale as used in upper secondary and higher education. The Minister has now had to accept this.

The government has also been baffled in its attempts to get Parliament to agree to experiments with a 12-year period of continuous schooling, allowing a three-year work-comprehensive schooling for all who wish.

The further three years would have prepared students both for higher studies and professional life, leading to the breakdown of barriers between academic and other learning, easier transfer between courses and the possibility of returning to tuition after a period in work.

Republic of Ireland

Union and Church clash again over management boards

from our correspondent

Teachers and clergy clashed sharply last week over proposals by a major Catholic religious order to introduce new management boards for their secondary schools.

The order is the Irish Christian Brothers. Initially plans to introduce management boards for the schools it owns and manages in the northern half of the country. The boards will be constituted along lines suggested last year by the Conference of Major Religious Superiors. They will have six nominees of the existing managers—normally most of these will be members of the order—two parents, one teacher, and a tenth member chosen by the other nine.

The Association of Secondary Teachers, which has already accused the religious order of "sabotaging" the discussion on management boards by publishing their own proposals before proper negotiations, is now threatening a work-to-rule in the schools which would interfere with many voluntary activities currently overseen by their members.

The association is also in the throes of negotiating a number of other key issues, such as the first new contract of employment for more than 20 years, and the possible appointment of its members as principals in religious-run schools. It is determined to use these as bargaining counters in its discussions about management boards.

The religious order, for their part, say that the boards are merely the first step in broadening the structure of management, and argue that so their knowledge, no other European country has teachers as members of school management boards.

Mrs Bjerregaard: compromise

Practical work experience would have been offered to all and employer and trade union organizations invited to advise on curricular and syllabus.

First rejected by Parliament last spring (27S, June 18, 1976) and then again earlier this winter, the plans are expected to be resubmitted until they eventually win political approval, though this is not likely in the foreseeable future.

In the meantime, the Social Democrats are campaigning on plans to reform vocational training and tackle youth unemployment. It is expected, a DFI is to be presented at the annual replacement of the traditional apprenticeship system by state-run study programmes, alternating theoretical and practical training.

Experiments along these lines were started in 1972 following criticism that apprenticeships were too specialized. Courses comprise a first year of general studies within seven occupational "families": clothing, agriculture and the metals and services industries, and two to three and a half years' sandwiching theory and practice. Currently 9,700 youngsters enter the new style courses against over 15,000 opting for apprenticeship.

Experiments along these lines were started in 1972 following criticism that apprenticeships were too specialized. Courses comprise a first year of general studies within seven occupational "families": clothing, agriculture and the metals and services industries, and two to three and a half years' sandwiching theory and practice. Currently 9,700 youngsters enter the new style courses against over 15,000 opting for apprenticeship.

Experiments along these lines were started in 1972 following criticism that apprenticeships were too specialized. Courses comprise a first year of general studies within seven occupational "families": clothing, agriculture and the metals and services industries, and two to three and a half years' sandwiching theory and practice. Currently 9,700 youngsters enter the new style courses against over 15,000 opting for apprenticeship.

Experiments along these lines were started in 1972 following criticism that apprenticeships were too specialized. Courses comprise a first year of general studies within seven occupational "families": clothing, agriculture and the metals and services industries, and two to three and a half years' sandwiching theory and practice. Currently 9,700 youngsters enter the new style courses against over 15,000 opting for apprenticeship.

Experiments along these lines were started in 1972 following criticism that apprenticeships were too specialized. Courses comprise a first year of general studies within seven occupational "families": clothing, agriculture and the metals and services industries, and two to three and a half years' sandwiching theory and practice. Currently 9,700 youngsters enter the new style courses against over 15,000 opting for apprenticeship.

CHARLOTTE MASON COLLEGE OF EDUCATION

Ambleside, Cumbria
ONE TERM COURSE
REMEDIAL EDUCATION IN THE SECONDARY SCHOOL
Autumn, 1977

The aim of this course is to help teachers to identify learning difficulties and their causes, to distinguish the curriculum needs of children with learning problems, and to develop appropriate techniques to deal with them. Teachers will be encouraged to reconsider their own educational attitudes in this field and to improve their practical teaching skills.

The course is organised in collaboration with the Cumbria Education Authority, and is recognised as a qualification for remedial teachers in their schools.

Application forms and further information may be obtained from the Registrar, Charlotte Mason College of Education, Ambleside, Cumbria LA22 9BB.

Your Hard-earned qualification has never been needed more than now

Perhaps you're still looking for your first appointment or may be you've been teaching for some time and feel in need of a new challenge.

Whoever is the case, Crewe and Alsager College of Higher Education, now offers primary, middle or secondary school teachers the chance to retrain as teachers of shortage subjects.

There is still a desperate need for trained teachers in Design, Craft and Technology and our one year course could give you the opportunity of furthering your career in this field in either a Middle or Secondary School. Courses are geared to individuals' requirements and accommodate some of the latest teaching techniques.

Crewe and Alsager College of Higher Education, situated in rural Cheshire, is one of the largest Colleges of its kind in the country and is easily accessible by road and rail. Our Lodgings Officer will be only too pleased to help with accommodation if required.

The course starts in September, but to be sure of a place write for further details to the Registrar, Crewe and Alsager College of Higher Education, Crewe CW1 1DU.

Crewe and Alsager College of Higher Education

Wintersons Quick Tickets. When you want to leave the country in a hurry.

This is the latest on Quick Ticket holidays. All prices guaranteed final, so enjoy Thomson Holidays but quick.

Origin	Destination	Adult Price	Child Price
AUSTRIA	LUTON	4 Mar	2 Mar
GERMANY	LUTON	13 Mar	6 Mar
FRANCE	LUTON	13 Mar	6 Mar
FRANCE	LUTON	20 Mar	10 Mar
FRANCE	LUTON	6 Mar	3 Mar
FRANCE	LUTON	13 Mar	6 Mar
FRANCE	LUTON	20 Mar	10 Mar
FRANCE	LUTON	20 Mar	10 Mar
FRANCE	LUTON	20 Mar	10 Mar

TRAVEL LEARN TO RIDE

in the Mountains of Wales
CWMFFOREST RIDING CENTRE
Offers the BEST facilities available for holiday courses

Specialist developed Centre catering for school parties of up to 35 per group.

A well equipped comprehensive course of instruction and riding based on progressive ideas of the Pony Trekking School.

Schools are guaranteed against the Welsh weather. The atmosphere of the site is magnificent. Facilities for children and adults.

Parents' own pony groom and saddles are available for hire.

VACANCIES BY LETTER

Send a colour brochure from: Cwmfforest Riding Centre, Talgarth, Brecon, Powys. Tel: Talgarth 398.

Carefree Holidays in Brittany & Vendée

Take your car to one of 7 beautiful coastal resorts along a 300 mile coastline. You'll enjoy the sun, sea and sand with no extra charges, no hire charges, British representatives on-site.

Brochure from: Carefree Holidays, 107-109 Tottenham Court Road, W.1.

Carefree Camping

Choose from 12 sparkling campsites, all in the heart of the Brecon Beacons National Park.

Brochure from: Carefree Camping, 107-109 Tottenham Court Road, W.1.

TRAVEL

super budget

Guaranteed Price Holidays in Majorca and Greece

Of interest to teachers, their families and friends.
Fully guaranteed attractive low prices.
Extra departures during school holidays.
Generous reductions for children and senior citizens.
Choice of modern self-catering studios and apartments or a variety of hotels of all categories with either half-board or full-board.
Inclusive prices to Majorca from £55.90 (8 days) and £72.90 (15 days) and to Greece from £102.80 (8 days) and £144.80 (15 days).

For a copy of our fully illustrated brochure, telephone or write to—
Peter Hopkins Travel
89 South Road, Haywards Heath, Sussex.
Tel. Haywards Heath 57501.
A division of
Schools Abroad Ltd.
ATOL No. 1838

Please send me a copy of your Super Budget '77 holiday brochure.
Name _____ Address _____

FOR YOUR 1977 SCHOOL JOURNEY CONTACT

NST

SCHOOL & GROUP TRAVEL SPECIALISTS WHO AGAIN OFFER GUARANTEED FIXED PRICES

On all tours featured in our 1977 brochure.

NST guarantees positively no increases whatsoever on prices quoted in the brochure regardless of increases in cross-channel rates, fuel, hotel rates or devaluation of the £.

UK AND CONTINENTAL TOURS

BY BRITISH 'SCHOOLCOACH'

(The coach joins you at school, remains with you throughout the tour, and includes a school excursion programme at no extra cost. Choose your own programme of visits from our recommended selection.)

SPORTS TOURS

SOCCER RUGBY HOCKEY

arranged in:
BELGIUM—FRANCE—GERMANY—HOLLAND—SWEDEN

WINTER 1977-78 SKI TOURS

BY BRITISH SCHOOL COACH TO

AUSTRIA—FRANCE—ITALY—SWITZERLAND

GUARANTEED FIXED PRICES

Write for full details today to:
NST FREEPOST, 1 ALL HALLS ROAD, BISPHAM, BLACKPOOL, FY2 5BR (the stamp required). Telephone: 020 26223 (10 lines).



JUST PUBLISHED

This important catalogue features band music published by the Theodore Presser Co and Pro Art, which will be sent upon request.

UNIVERSAL EDITION (Afred A Calmus Ltd) London, Birmingham, Manchester, Leeds, Liverpool, Newcastle, Nottingham, Oxford, Plymouth, Southampton, Worcester, York



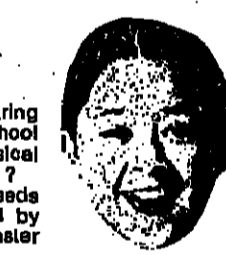
Community Service Programme PUTS THE FUN IN FUND RAISING

Do you need funds for Learning Materials... Outings and Trips Abroad... Sports Equipment... Projects? We offer friendly service, quality products and BIG PROFITS (students and staff earned over £600 towards the cost of a minibus at the Lord William Lower School West, Thame)!

Form for Community Service Programme with fields for Name, Address, School, and Tel. No.

TOMORROW'S PEOPLE TO ALL PHYSICAL EDUCATIONISTS

Is your Department playing its part in preparing young people for their future? Do your school leavers go knowing the importance of physical activity and sport for the individual and society?



National Extension College Texts. How to Write Essays. Roger Leach, Lecturer in English at Ipswich College of Education.

THE TIMES INDEX. The Times Index (which includes entries for The Times Educational Supplement as well as The Times, The Sunday Times, The Times Literary Supplement and The Times Higher Education Supplement) is now published monthly.

In defence of Genesis...

Sir—The case of Mr David Watson, dismissed from his teaching post in Hertfordshire for regarding the first part of Genesis as history rather than folklore, raises several important issues.

On the first count there is no reasonable doubt. If anything on the syllabus is regarded as so important that failure to teach it justifies dismissal, the teacher concerned should be told before he takes up his appointment, not some months later.

As regards adherence to a party line, this is not something a local authority school has any right to demand, especially in religious education and history, where there are many open questions.

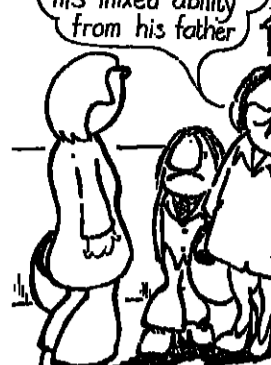
A century ago in England, and only a few years since in Tennessee, teachers were dismissed for telling their pupils that those biblical chapters are not literally true.

Colleges: blow to sex equality. Sir—You comment about the contraction of teacher education (January 28). There is an overwhelming impression that the blocking off of what has been one of the main avenues to higher education, notably for young women, has been no one's particular concern.

Permission to spend cash we haven't got. Sir—In common with other chairmen of local education authorities, I have recently received a pamphlet published by the National Union of Teachers entitled 'Fightback Series No 2—Nursery Education'.

Why understanding maths is hard. Sir, A correspondent in your columns (January 28) made a plea for research into the process of learning maths.

LETTERS



Danger in the labs

Sir—Most science teachers in well-served Bob Doe's schools (28) are on the dangers of mercury, the delays of DES advice.

Why understanding maths is hard. Sir, A correspondent in your columns (January 28) made a plea for research into the process of learning maths.

Colleges: blow to sex equality. Sir—You comment about the contraction of teacher education (January 28). There is an overwhelming impression that the blocking off of what has been one of the main avenues to higher education, notably for young women, has been no one's particular concern.

Permission to spend cash we haven't got. Sir—In common with other chairmen of local education authorities, I have recently received a pamphlet published by the National Union of Teachers entitled 'Fightback Series No 2—Nursery Education'.

Why understanding maths is hard. Sir, A correspondent in your columns (January 28) made a plea for research into the process of learning maths.

Right behind Dr Boyson. Sir—Since Mr Geoffrey Woollard's editorial outburst (January 28), I have been thinking of personal abuse of Dr Rhodes Boyson, it hardly merits the dignity of a reply.

LETTERS

Right behind Dr Boyson

Sir—Since Mr Geoffrey Woollard's editorial outburst (January 28), I have been thinking of personal abuse of Dr Rhodes Boyson, it hardly merits the dignity of a reply.

Better the democratic devil we know... Sir—The articles by Dudley Fiske and Bert Lodge in your issue of January 2 raise the question of the relationship between local education authorities and colleges of advanced and further education.

Cautious view of advisers. Sir—The reaction to Ian Lewis's article on the advisory service was predictable, and I thought Mr Purce's letter (January 21) a skillful counter in most respects.

Private means paying twice. Sir—Mr D. T. P. Mitchell's letter (January 28) shows him to be ill informed and confused.

Base for open studies. Sir—Your reports—"Baby snatching at OU" and "OU 18-year-olds lag behind in first year" (January 28)—lead me to think there is surely scope for a small or medium sized college to mount a course involving Open University components and young students.

Why understanding maths is hard. Sir, A correspondent in your columns (January 28) made a plea for research into the process of learning maths.

Right behind Dr Boyson. Sir—Since Mr Geoffrey Woollard's editorial outburst (January 28), I have been thinking of personal abuse of Dr Rhodes Boyson, it hardly merits the dignity of a reply.

LETTERS

Better the democratic devil we know...

Sir—The articles by Dudley Fiske and Bert Lodge in your issue of January 2 raise the question of the relationship between local education authorities and colleges of advanced and further education.

Cautious view of advisers. Sir—The reaction to Ian Lewis's article on the advisory service was predictable, and I thought Mr Purce's letter (January 21) a skillful counter in most respects.

Private means paying twice. Sir—Mr D. T. P. Mitchell's letter (January 28) shows him to be ill informed and confused.

Base for open studies. Sir—Your reports—"Baby snatching at OU" and "OU 18-year-olds lag behind in first year" (January 28)—lead me to think there is surely scope for a small or medium sized college to mount a course involving Open University components and young students.

Why understanding maths is hard. Sir, A correspondent in your columns (January 28) made a plea for research into the process of learning maths.

Right behind Dr Boyson. Sir—Since Mr Geoffrey Woollard's editorial outburst (January 28), I have been thinking of personal abuse of Dr Rhodes Boyson, it hardly merits the dignity of a reply.

Right behind Dr Boyson. Sir—Since Mr Geoffrey Woollard's editorial outburst (January 28), I have been thinking of personal abuse of Dr Rhodes Boyson, it hardly merits the dignity of a reply.

LETTERS

Better the democratic devil we know...

Sir—The articles by Dudley Fiske and Bert Lodge in your issue of January 2 raise the question of the relationship between local education authorities and colleges of advanced and further education.

Cautious view of advisers. Sir—The reaction to Ian Lewis's article on the advisory service was predictable, and I thought Mr Purce's letter (January 21) a skillful counter in most respects.

Private means paying twice. Sir—Mr D. T. P. Mitchell's letter (January 28) shows him to be ill informed and confused.

Base for open studies. Sir—Your reports—"Baby snatching at OU" and "OU 18-year-olds lag behind in first year" (January 28)—lead me to think there is surely scope for a small or medium sized college to mount a course involving Open University components and young students.

Why understanding maths is hard. Sir, A correspondent in your columns (January 28) made a plea for research into the process of learning maths.

Right behind Dr Boyson. Sir—Since Mr Geoffrey Woollard's editorial outburst (January 28), I have been thinking of personal abuse of Dr Rhodes Boyson, it hardly merits the dignity of a reply.

Right behind Dr Boyson. Sir—Since Mr Geoffrey Woollard's editorial outburst (January 28), I have been thinking of personal abuse of Dr Rhodes Boyson, it hardly merits the dignity of a reply.

"My blood boils with interest"

A BI Educational Cruising student.

You can scarcely exaggerate the impact and value of BI Educational Cruises. History, geography, current affairs, arts and sciences are brought vividly to life. Vividly and incomparably. At only 3.3p per mile.

We have a Baltic Cruise to offer your students.

UGANDA sails from Sunderland on June 10, cruises to Visby on the Swedish island of Gotland, stays 5 hours. Then on to Leningrad for a 14 hour visit which includes guided tours of the Winter Palace and Hermitage. Thence to Helsinki, remarkable city, and Travemunde, to visit Lubeck. Next Copenhagen for a 24 hour stay; a city tour, excursion to Fredriksborg and Helsingborg Castle, setting for Hamlet. Then back to Sunderland on June 23.

On board, student parties occupy dormitories. Parents and teachers can be assured of the continuous vigilance of the ship's personnel over the young passengers' welfare. Much less falls on teachers' shoulders than on other organised educational journeys.

A BI Educational Cruise offers a double advantage in that the days at sea are planned to educate the students in various ways—social, in the sharing of communal life, work and pastimes, illustrated port lectures, the life and direction of the ship itself. They are an integral part of the whole educational experience. The testimony of teachers is that a BI Educational Cruise broadens young minds and deepens their understanding of everything they see and learn.

The student fare is £95. Teachers travel free, in a ratio of one teacher for every 15 pupils, occupy comfortable separate cabins, and share the dining room, music room, lounge, pool and bars with some 200 other cruise passengers. Teachers' husbands and wives can travel at attractive fares.

For further information, please phone John Jarvis at P&O. The number is 01-283 8080, Extension 3691.

To Mr John Jarvis, BI Educational Cruises, Beaufort House, St. Botolph Street, London EC3A 7DX. Please send me full details of Uganda's Educational Cruise from Sunderland on June 10th. Please send me details of Uganda's other Educational Cruises.

NAME _____
SCHOOL _____
ADDRESS _____

TS 11/2

Steel nibs and blotting paper

Burt Lodge is in a leafy suburb, colonized by the striving middle classes. In 11-plus days, 70 per cent of its pupils went on to grammar and independent schools. The head has been there for 25 years. His aim, he says, has been to provide parents with the best that private schools can offer (he claims that the school's reputation has pushed up property values in the area). He keeps files of old examination papers in his office to prove that standards have been maintained.

All teachers are given a timetable—geography, history, nature study, science, current affairs, civics, music, religious instruction, French, spelling, English grammar, arithmetic... There are twice-yearly examinations, and after them children are promoted or relegated between streams. "The fourth year A stream are

a bit of a problem", said a teacher. "After Christmas they think: 'I'm all right, I'm safe.'" The youngest bottom stream class is kept small, with 20-odd children. (There are 325 children in the school, in 11 classes.)

When a visitor enters a class the children stand in their rows of paired desks, and lugubriously chant: "Good afternoon Miss Ma-kins." The first class I visited was revising mathematics before examinations. It was very snappy stuff, the teacher asking the meaning of the various signs, forests of hands waving, wanting to give the answers. "Divide, share, division—right. Less than, right? Where else have you seen that one? Music, isn't it? Crescendo, that's it." A girl says "equal" for the not equal sign. The class makes agonized yelping noises, like puppies—oh, oh, oh—and the

hands seem to stretch up to the ceiling. Class 4A have their heads down, writing (in ink with steel nibs and tattered bits of pink blotting paper). They have been listening to the BBC programme "Exploration Earth", and are now copying a short text in the programme's accompanying workbook into their exercise books. The teacher says that sometimes there is time for discussion, but the periods are rather short. The bell goes and off they go for physical education (very dressy, in green and gold shorts).

There is a lot of competition in the work, both for marks and for house points (taking away house points is one of the sanctions teachers use to penalize the ablest for sloppy work). Exercise books are full of things that have been copied—off the board, or out of books. The fourth

year A stream teacher says: "As they're not quite ready to make their own notes." Compositions on set subjects—"A scarecrow's story", "Suddenly the door of my bedroom opened..." are written and quite imaginative.

In a second year C stream class the children's work on the classroom wall—notably a handsome picture of a Viking ship. Exercise books show that, in July, the class did George Washington's story, the Vikings in September, Alfred the Great in October, William and the Conqueror in November—a few lines of notes for each. "The first week we talk, the second we do writing", the teacher said. In a science book a child has written: "When the sun is shining water turns into air." The teacher had crossed out the last few words, and written "evaporates". When I was there they were really

The worst of both worlds?

Continued from previous page

many jobs better than they could—providing stimulus for project work, and even motivating children to get on with the basics. (The BBC's *Look and Read*, for slow readers, seems a great success. But television programmes, however good, need to be watched, and often seemed to lead back to silent individual work.)

The "topic" or project work often seemed almost as boring as the drills for basic skills. Whatever their subjects—the seasons, Vikings, cavemen or the telephone—projects often depended on copying out the rather thin offerings of Ladybirds or Macdonald Starters. The results provided little evidence of attempts to get pupils thinking or observing at first hand. (The Bullock report commented that "Much of the writing done in the name of topic work amounts to no more than copying".)

Resources are certainly scarce, but resourceful teachers seemed to have acquired enormous amounts of stuff for direct study—from the neighbourhood, the local teachers' centre or library, the children's and their own homes. The less resourceful seemed to have excluded any chance of bringing in immediate observation—for instance, starting a project on the seasons with spring, when outside, the city was in the grip of an unusually cold winter.

It was unusual to find much science in the work, and there was even less technology. Science did, of course, come into the project work: work on fire led to oxygen and vacuums, as well as Guy

Fawkes and shape poems. But often it came in a routine and rather historical way. I must have seen more than half a dozen projects on aspects of energy. Only one school had working models and demonstrations of practical experiments to back the displays of finished work on the walls.

Several heads and teachers were aware of the limitations of the "topic" work (and, even more, of art, craft and music). But they felt they must get "the basics" right first. Heads who, during the staffing war, said they had used extra responsibility points to hang on to adequate teachers, however inappropriate their qualifications, were now taking trouble to find people with adequate subject background to oversee science, or mathematics.

But how much influence the specialists had on work done in classes other than their own, varied widely: some went into all classes to help get things going, others (like many local authority advisers) had to wait to be invited. The mathematics person usually seemed to have most influence, perhaps because it was here other teachers really felt they needed help.

It was clear that an energetic reading/language person could do an enormous amount. In two of the schools (Aurto Rise—described next week—and the formal multi-racial one) every book in the place had been colour coded for level of difficulty, so teachers and children could get off the reading scheme hook and choose all kinds of books, knowing the level would be about right. And, in one big (600-odd) city primary, the en-

vironmental science chap was getting a grip on projects, discussing the various possibilities of different topics with teachers, and producing careful flow diagrams of different ways the work might proceed.

Most of the schools were paying a great deal of attention to record-keeping (perhaps this is one of the good results of the public anxiety). This was particularly true in the informal schools—the more formally inclined heads still tended to rely on yearly examinations, conventional teachers' reports and standardized tests for reading. All schools used reading tests—usually Burt or Schonell (many children must have Schonell word lists off by heart) and most of them tested all children systematically.

Three of the schools (all described next week) had worked out elaborate records for maths and language development, as well as general records of what other work had been covered and teachers' assessments. (How much the records are digested seems to vary—particularly when children move on to a new teacher.)

In almost all the schools—whether in country, suburban or inner city areas—heads were quick to tell me about the special difficulties of their children, the one-parent families, or families with both parents working, the separations and divorces, the materialist telly culture of the homes.

In inner cities, of course, language deprivation was added to the catalogue. The Bernstein message has apparently got over loud and distorted. "You must realize, these children have no language", one head told me. Devoted

attempts are made to give them some. If they happen to be Asian, there are local authority language centres and specialist English as a second language staff in the schools. If they are white or black, conscientious attempts are made to get the performance adequately on the basics.

But in these areas communication problems between teachers and pupils, and teachers and parents—were apparently so great that teachers seemed unaware of any ideas or experience children might bring to bear on the work. Their relations with the children were warm and accepting, they know (and told me) a great deal about the social problems of individuals and about general cultural deficiencies. "Most of them can't tell the time/day/week about special interests and abilities." In suburban schools, it seems the children's talents—at dancing, or music, or words—are more easily recognized by parents and teachers, and the reverse is true. You are told that a girl is an excellent flautist—not that her mother had just run off with a bank clerk.

This question of teachers' expectations is one I will return to next week. Linked to it are questions about whether the kind of teaching of basic skills that happens in many schools is appropriate to the children that have most difficulty with them, and whether the huge concentration on the basics is defeating its own ends. Finally, I would like to discuss the uncomfortable possibility that, in adopting informal teaching styles without changing formal content, or attitudes to how children learn, some teachers are getting the worst of both worlds.

Basics in the morning

Alderman Venning is deep in an inner city, in a neighbourhood where the natural migration of able-bodied white families has been accelerated by a planned, then abandoned, urban motorway. Thirteen years ago the school was 16 per cent coloured immigrant—now it is 80 per cent. "And we get very few bright Asians these days—the families know this district's reputation", says the head.

In the staffroom the teachers were busy making Christmas decorations—they said they made a big thing of Christmas, as a chance for social education. I had

hardly crossed the threshold when a teacher told me a toy tortoise she had made—proceeds to the school fund.

The head is both practical and enterprising. When the council bought up a house near the school because of the proposed motorway, he quickly acquired the key and turned it into a cosy language centre. In the front room a small group of recent arrivals to Britain was playing lotto on the carpet, excitedly calling out "Tractor" or "Fireman"—a very family scene. Another group was doing more conventional school work in the back room.

The school can give these children six and a half hours a week with specialist second language teachers, and would like to make it half the timetable. They also extend the second language work to Asian mothers, with classes straight after school.

The head is clear about aims: "We want them to express themselves verbally and in writing. Spelling can be taught. Once you get children who pour out their impressions on paper without any spelling and no punctuation, I don't know how you ever get it right."

For reading, two full-time (equivalent) teachers double the class teachers, and into every class to work under the direction of the regular teacher.

For staff morale to see a teacher on extra pay handling six children who are struggling with 35", says the head. "For mathematics", he says, "I don't think I'm ever certain how important it is. They must be able to measure, weigh and understand terms found in maths these days—I don't mean the excesses of modern maths." The

An autonomous way of working

round the class, out of their readers (World Wide, perhaps). They went straight from a story about the coming of railways to one about a boy on the Zambesi, without pause. They read with considerable style, and attention to punctuation. Only two children (both from a local children's home, sitting together because otherwise they disrupt the rest) seemed turned right off.

The teacher, who is new to the school, says it is difficult to get through the timetable with the C stream. She works with individuals on reading in the lunch hour, and hopes that mathematics might be a bit easier when she gets the Unifix cubes she has ordered. She came from a more informal school and says: "With the competitive spirit they learn very well here." I ask if they mind being C stream: "Really, at the bottom, they don't notice."

The first thing that hits you at Church End is the art—marvellous naturalistic work in an enormous variety of media. The second is the books—students bind their projects into large illustrated books, with hard, specially designed covers and buckram spines. They cover an enormous range of subjects, and vary in depth—but they all seem beautifully written and presented.

Independently of general project work, all the children write books on maths topics. "This project is going to be about factors. A factor is a number which fits exactly into another. For instance, if you take a number like six, 6, 3, 2 and 1 all fit into six." Or, from one on dominos which got into reciprocals: "0/2 and 2/0 present me with

some problems..." Occasionally, there is obvious evidence, in the projects, of teacher intervention: "As I needed some more writing I looked up pumpkins in the Oxford book of food plants..."

It is a small but growing all-through village school, with 220 pupils, including infants. There are gypsy children, children of city commuters, agricultural workers' children from isolated cottages, and children from new council and private estates. The school is purpose-built and fairly open-plan, but the head has just had to make a new class in the old school hall.

He was teaching there himself, working with eight- to nine-year-olds—mostly to the school, with a sprinkling of experienced hands—and a probationer

teacher. The work in this class was noticeably less varied than in other groups of eight- and nine-year-olds—teacher and children were being led gently into the autonomous style of working that the school demands.

A class of nine-to-11s was reading on its own. The children were writing, painting, and working by themselves or with friends on projects (subjects are often tackled in groups, but everyone makes their own record, which becomes a book). Besides a good deal of free writing I saw work on cars, bees, churchyards, musical instruments, cereals and Dutch elm disease (which had inspired art work based on the patterns the disease makes in wood). "I talk a lot about getting a shape to the work, beginnings and ends and paragraphs", said the teacher.

Four or five simple arithmetic sums were on the blackboard, a handwriting exercise had been converted into a display of illustrated calendars for 1977, and there was a display of professional-looking Christmas cards, based on geometric designs made with compasses (the children were quick to point out infinitesimal crookednesses).

Seven-to-nine-year-olds—the slower learners, separated off briefly for a session on basics—were finishing a spelling test and settling down to various tasks. One had drawn a complicated pattern: "Lovely, but what can you say about it?" asked the teacher. "You've got so many lines and triangles and squares you need a computer to work on it." A boy was staring glumly at his drawing of a tractor—the start of some agricultural project. After some nagging by the teacher, and a friend, he started to write.

In this school it is easy to see the development of the work. The infants, besides starting on reading and mathematics, are carefully taught to handle choices and make use of the available resources—at first Lego, or clay, or sand, or whatever. They are taught to value their own ideas and present them in books. "Afternoon tea, by Richard."

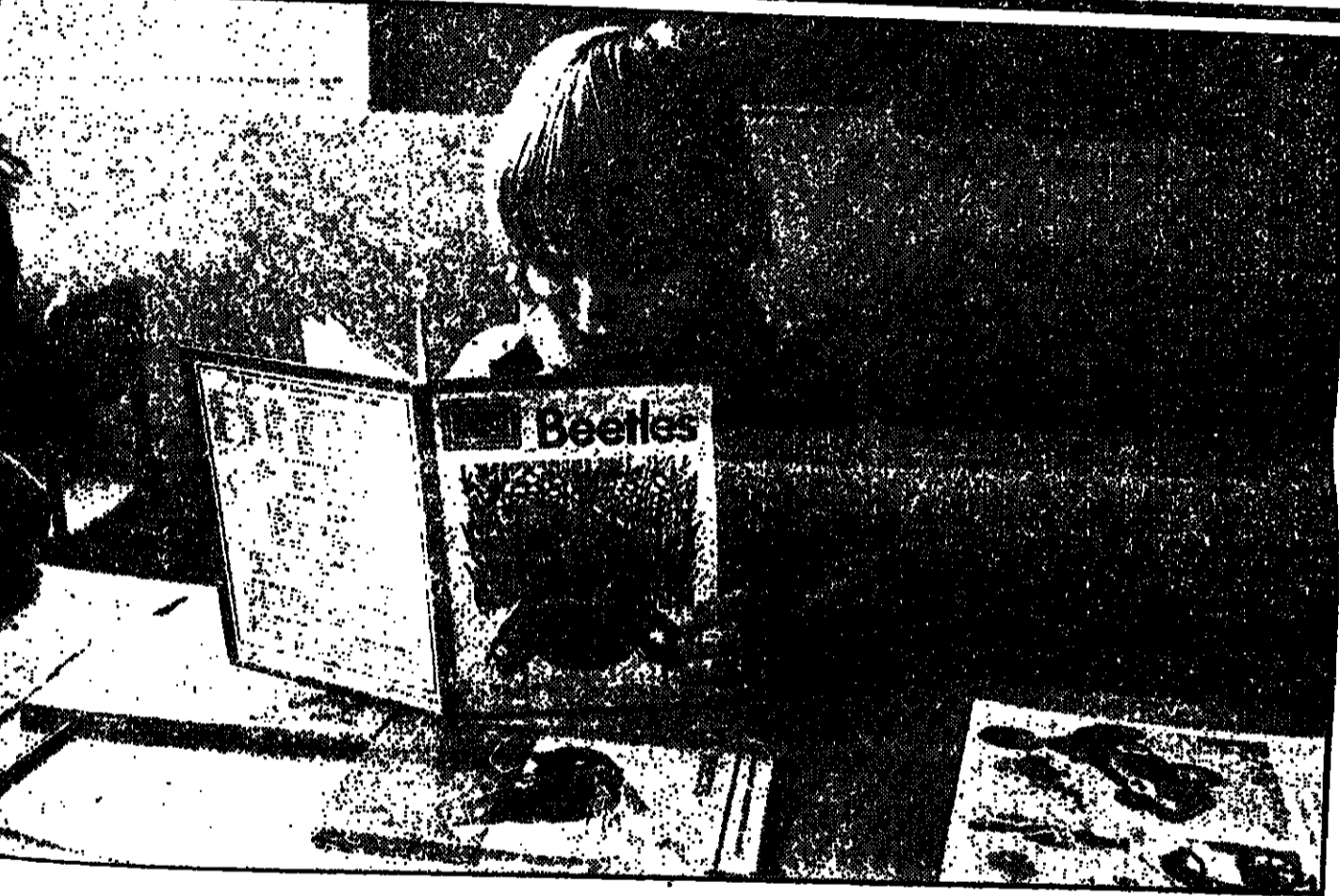
The sevens and eights seemed to be doing tried and tested projects—on the school hedge, or the school pond—but always with the emphasis on personal observation and experiment (one girl's pond project had got into work on a papyrus plant, and she had tried to weave the stuff: "I think the Egyptians were very clever", she wrote). And finally, you get the finish of the older children's work.

"People see all the art work and do not realize what a good vehicle it is for communication", says the head. He does not worry about balance: "If you learn things, in a way that gives you joy; balance as the work goes on is automatic."

There are mathematics guidelines for teachers who need them. They do not bother to produce their own workcards: "publishers do it better". A wide range of reference books and ideas books—such as the "Science five to 13"—project teachers' books—are out in the open for children to use.

"Science is the great link subject. Everything they do involves questions about how much and why, and hypotheses to be adhered to or changed in the light of experience." The children do practical things—like growing vegetables and looking after birds and animals—but it's only productive when they make regular observations, and conclusions are drawn.

A teacher says: "The children are so keen, you become keen, your husband becomes keen, and your whole family gets involved in the research..."



"Projects often depended on copying out the rather thin offerings of Ladybirds or Macdonald Starters"

has just started a special mathematics class for first years having difficulties—giving them one and three quarter hours a week.

It has kept on the examinations that recently led to the 11-plus. And it has kept some streaming—but not when it would leave you with only one bright child in every class.

A first year teacher said: "Children settle down here fast, they know, you intend them to read". She uses mainly Royal Road phonic readers, and Lady-

birds—later they would progress to World Wide readers and "free reading", but "none of mine have got that far yet". Second years, grouped informally, were busy doing sums with rods and blocks, or comprehension questions out of an English textbook: "What sails on the sea?" The morning's timetable for a third year class was on a blackboard: "Before play. Spelling work, dictionary work, Wide Range, New Reading, etc. After play. Beta, Hesse" (pretty traditional maths schemes). When I was there it was afternoon, and the teacher was reading a story.

In a fourth year class, a lot of project work had been based on a *Teachers' World* idea—investigating people whose birthdays happened to fall in September. (They include King Canute, Marie Curie, Enid Blyton and Macadam.) This class, like most, did "basics" in the morning and "general" in the afternoon. The exercise books and folders showed a wide range of somewhat scrappy but apparently quite enjoyable work: graphs on bedtimes ("23 children go to bed at the right time"), work on plastics from an E. J. Arnold kit, topic books on the weapons of the two World Wars.

There are mathematics guidelines for teachers who need them. They do not bother to produce their own workcards: "publishers do it better". A wide range of reference books and ideas books—such as the "Science five to 13"—project teachers' books—are out in the open for children to use.

"Science is the great link subject. Everything they do involves questions about how much and why, and hypotheses to be adhered to or changed in the light of experience." The children do practical things—like growing vegetables and looking after birds and animals—but it's only productive when they make regular observations, and conclusions are drawn.

A teacher says: "The children are so keen, you become keen, your husband becomes keen, and your whole family gets involved in the research..."

Handwritten text in a vertical box on the left margin: "السنة الأولى" (Year 1).

Drawing out the muse

Geoffrey Summerfield

The Writer's Approach Series... The Novel. Edited by Edward Blishen. £1.15.

Even those of us who have no desire to know what song the sirens sang, occasionally feel the itch to hear some news from the horse's mouth.

At a more modest level, Harrop's Writer's Approach Series (for which the general editor was Edward Blishen) offers some savoury crumbs from various makers' tables.

There is a general absence of obscurity or obfuscation in these volumes, a welcome absence of critics using others' art as an occasion for displaying their own critical cleverness.

spicious explanation; and the level of difficulty—or rather, the level of availability and comprehensibility—seems to be appropriate to a good CSE class.

But the series, as a whole, raises some fairly problematical issues: the most crucial being the question of genre-theory, or the study of a particular form, as such.

So, what of The Novel, as opposed to this or that novel? Especially when the question concerns, and must take account of non-particularly-literary 15-year-olds?

Well, we may be tempted to reply, that is all very well for honours students at the universities, but if such complex matters are to be mediated for CSE candidates, the result could be mere pant.

Children's literature Ghosts and governesses

The Ghosts of Glencoe. By Mollie Hunter. Hamish Hamilton £2.75. 241 99478 6.

Historical novels have changed very little since Robert Louis Stevenson led Dr Jekyll across the girths and the purple leather.

Robert Stewart, ensign in the Campbell brigade, camped at Glencoe.

According to legend, it was he who warned the Macdonalds of the outrage that was going to occur.

The ghostly apparition of a woman is seen in the night. The story is told in a series of chapters, each with a different title.

Lepus Books 7 Leighton Place, Leighton Road, London NW5 2QL.

But the question that lies behind that one is the potentially reductive one: "Why bother?" or "What is the point?"

Christopher Leach on The Short Story is short and snappy quite a lot of stories, but leaves me with the impression that he did not really have a subject to start with.

Rumpling through Edward Blishen's book on the novel is the presence of an inexhaustible delight in story-telling and in story-listening.

So, what of The Novel, as opposed to this or that novel? Especially when the question concerns, and must take account of non-particularly-literary 15-year-olds?

Divine poet

John Keble: Priest, Professor and Poet. By Brian W. Martin. Croom Helm £6.50. 083561 381 5.

This book aims to provide an introductory survey to Keble the divine poet, as well as a supplement for the cognoscenti.

But it is in the character of Keble himself that the book coheres.

Keble is the author of 'The Christian Year' and 'The Seven Sermons'. His poetry is a combination of the divine and the human.

Keble is the author of 'The Christian Year' and 'The Seven Sermons'. His poetry is a combination of the divine and the human.

Renaissance and Reformation 1648 by G. R. Elton (Macmillan, £3.80. 02 332840 1) is a revised and updated edition of a useful document collection.

The editor was well aware of the impossibility of doing justice to a 350 year period in European history in such a short space.

The Iron Century, Social Change in Europe 1550-1660, by Henry Kissinger (Lippincott, \$5.95. 00 17055 3).

Writing, drafts us back into today's world, the world of conferrals and noisy headlines. Reading between his competent and informative lines, one detects the strain of those who struggle to maintain a readerly eye.

Distillation

If the Good News Bible is not your taste, or if, perhaps, it is a little too long, you can now buy it for £2.30 (or £2 for five or more copies) Bibles, a "silhouette" of the Bible, published privately by John Rogers at Beddes, Hampshire.

Any person of body who makes such an arbitrary selection inevitably takes many risks—but this goes some way towards compensating itself by declaring its temporary nature, as an introduction to the abandoned later.

Francis Bacon once remarked that "distilled books are like combed waters" (Bacon's Works, vol. 2, p. 510).

Among this week's contributors: Julian Gratley is at the School of Slavonic and East European Studies, London University.

Good Honours Graduate Maths, Science and Law Teachers/Lecturers (Preferably FdJ) To help write and edit books on these subjects for secondary schools and colleges...

Paperbacks Re-formation Rosemary O'Day

Renaissance and Reformation 1648 by G. R. Elton (Macmillan, £3.80. 02 332840 1) is a revised and updated edition of a useful document collection.

The editor was well aware of the impossibility of doing justice to a 350 year period in European history in such a short space.

Writing, drafts us back into today's world, the world of conferrals and noisy headlines. Reading between his competent and informative lines, one detects the strain of those who struggle to maintain a readerly eye.

Developments Norman Evans

Changing Jamaica. By Adam Kuper. Routledge and Kegan Paul £4.95. 7100 824 X.

Adam Kuper was asked by the government of Jamaica to write a report on the tendencies of social change and after 13 months submitted his report in March, 1974.

Any person of body who makes such an arbitrary selection inevitably takes many risks—but this goes some way towards compensating itself by declaring its temporary nature, as an introduction to the abandoned later.

Among this week's contributors: Julian Gratley is at the School of Slavonic and East European Studies, London University.

Good Honours Graduate Maths, Science and Law Teachers/Lecturers (Preferably FdJ) To help write and edit books on these subjects for secondary schools and colleges...

Child as father of the man Sinclair Goodlad on Cascade teaching

Cross-Age Tutoring, Youth Tutoring Youth, and Each One Teach One—all of these are different names for Cascade Teaching, a system which multiplies the effect of a professional teacher by the use of non-professionals and which has been revived in the past 15 years to meet situations of acute need.

It was invented by Andrew Bell and Joseph Lancaster, and while it is not intended to replace professional (indeed, it is always directed and supervised by trained teachers), schemes have used college students, non-professional adults (including retired people) and education of younger children.

The Iron Century, Social Change in Europe 1550-1660, by Henry Kissinger (Lippincott, \$5.95. 00 17055 3).

Plans or predictions?

Education without Frontiers. By Gabriel Fragiere, with a foreword by John Vakey. Duckworth £8.95. 7156 0988 2. £3.95. 1162 3.

Ten years ago an annual county meeting of headmasters of secondary schools did not much like a talk I gave about the school curriculum for an uncertain future.

Any person of body who makes such an arbitrary selection inevitably takes many risks—but this goes some way towards compensating itself by declaring its temporary nature, as an introduction to the abandoned later.

Among this week's contributors: Julian Gratley is at the School of Slavonic and East European Studies, London University.

Good Honours Graduate Maths, Science and Law Teachers/Lecturers (Preferably FdJ) To help write and edit books on these subjects for secondary schools and colleges...

Children as a school work. It describes the work in Cascade Teaching of the National Commission on Resources for Youth, a private organization in the United States, which, like Community Service Volunteers in the United Kingdom, has explored many worthwhile and challenging activities for young people.

The core of Children as Teachers is a series of chapters which bring together usefully many of the major research findings about Cascade Teaching. For example, studies are cited which showed that low achievers in reading made significant gains in reading ability by tutoring younger children.

Children as Teachers will appeal most of all to educational psychologists, social psychologists, sociologists and other researchers. Although there is some excellent practical advice in the book, some familiarity with either Cascade Teaching or the disciplinary preoccupations of the social sciences or both is assumed.

Distillation

If the Good News Bible is not your taste, or if, perhaps, it is a little too long, you can now buy it for £2.30 (or £2 for five or more copies) Bibles, a "silhouette" of the Bible, published privately by John Rogers at Beddes, Hampshire.

Any person of body who makes such an arbitrary selection inevitably takes many risks—but this goes some way towards compensating itself by declaring its temporary nature, as an introduction to the abandoned later.

Francis Bacon once remarked that "distilled books are like combed waters" (Bacon's Works, vol. 2, p. 510).

Among this week's contributors: Julian Gratley is at the School of Slavonic and East European Studies, London University.

Good Honours Graduate Maths, Science and Law Teachers/Lecturers (Preferably FdJ) To help write and edit books on these subjects for secondary schools and colleges...

Children as a school work. It describes the work in Cascade Teaching of the National Commission on Resources for Youth, a private organization in the United States, which, like Community Service Volunteers in the United Kingdom, has explored many worthwhile and challenging activities for young people.

The core of Children as Teachers is a series of chapters which bring together usefully many of the major research findings about Cascade Teaching. For example, studies are cited which showed that low achievers in reading made significant gains in reading ability by tutoring younger children.

Children as Teachers will appeal most of all to educational psychologists, social psychologists, sociologists and other researchers. Although there is some excellent practical advice in the book, some familiarity with either Cascade Teaching or the disciplinary preoccupations of the social sciences or both is assumed.

Distillation

If the Good News Bible is not your taste, or if, perhaps, it is a little too long, you can now buy it for £2.30 (or £2 for five or more copies) Bibles, a "silhouette" of the Bible, published privately by John Rogers at Beddes, Hampshire.

Any person of body who makes such an arbitrary selection inevitably takes many risks—but this goes some way towards compensating itself by declaring its temporary nature, as an introduction to the abandoned later.

Francis Bacon once remarked that "distilled books are like combed waters" (Bacon's Works, vol. 2, p. 510).

Among this week's contributors: Julian Gratley is at the School of Slavonic and East European Studies, London University.

Good Honours Graduate Maths, Science and Law Teachers/Lecturers (Preferably FdJ) To help write and edit books on these subjects for secondary schools and colleges...

25 Books/Education/Third World

Tutoring with Students is comparable to the Cross-Age Learning Programme which was one of the pioneering products of its kind. Although somewhat expensive the package includes a useful film-strip and commentary (on long-playing records) for training teachers and tutors.

A further descendant is A Cross-Age Teaching Resource Manual; it incorporates field-experience based on use of the Lippitt, Lippitt, and Eisenman package and is considerably cheaper. Unfortunately, the commentary on the cassette tape is accompanied by lugubrious music.

Children as a school work. It describes the work in Cascade Teaching of the National Commission on Resources for Youth, a private organization in the United States, which, like Community Service Volunteers in the United Kingdom, has explored many worthwhile and challenging activities for young people.

Plans or predictions?

Education without Frontiers. By Gabriel Fragiere, with a foreword by John Vakey. Duckworth £8.95. 7156 0988 2. £3.95. 1162 3.

Ten years ago an annual county meeting of headmasters of secondary schools did not much like a talk I gave about the school curriculum for an uncertain future.

Any person of body who makes such an arbitrary selection inevitably takes many risks—but this goes some way towards compensating itself by declaring its temporary nature, as an introduction to the abandoned later.

Among this week's contributors: Julian Gratley is at the School of Slavonic and East European Studies, London University.

Good Honours Graduate Maths, Science and Law Teachers/Lecturers (Preferably FdJ) To help write and edit books on these subjects for secondary schools and colleges...

More important, the training procedures outlined in these books constitute in effect a mini-syllabus which could readily be built into any one of a variety of courses—for example of sociology, English, or general studies (human development). Already, the examining procedure of some boards (at CSE, O level, and A level) make possible a student's "omit project" where candidates can write up their work for external moderation. There would thus be written a book which Teaching can be developed within the United Kingdom educational system; but these studies contain many seeds which may germinate in the hands of careful cultivators.

Children as Teachers: Theory and Research on Tutoring. Edited by Vernon Allen. Academic Press £8.55. 12 052640 9.

Children as Teachers will appeal most of all to educational psychologists, social psychologists, sociologists and other researchers. Although there is some excellent practical advice in the book, some familiarity with either Cascade Teaching or the disciplinary preoccupations of the social sciences or both is assumed.

Plans or predictions?

Education without Frontiers. By Gabriel Fragiere, with a foreword by John Vakey. Duckworth £8.95. 7156 0988 2. £3.95. 1162 3.

Ten years ago an annual county meeting of headmasters of secondary schools did not much like a talk I gave about the school curriculum for an uncertain future.

Any person of body who makes such an arbitrary selection inevitably takes many risks—but this goes some way towards compensating itself by declaring its temporary nature, as an introduction to the abandoned later.

Among this week's contributors: Julian Gratley is at the School of Slavonic and East European Studies, London University.

Good Honours Graduate Maths, Science and Law Teachers/Lecturers (Preferably FdJ) To help write and edit books on these subjects for secondary schools and colleges...



If you think children need an incentive to read - join the club.

The Bookworm Club is a paperback book club for children of 8-12 years, jointly presented by Heinemann and Corgi Books.

Form to join the Bookworm Club, including fields for Name, Address, School, and Authority.

Even contest

Rowland Goodwin on an eight-round bout between education and industry

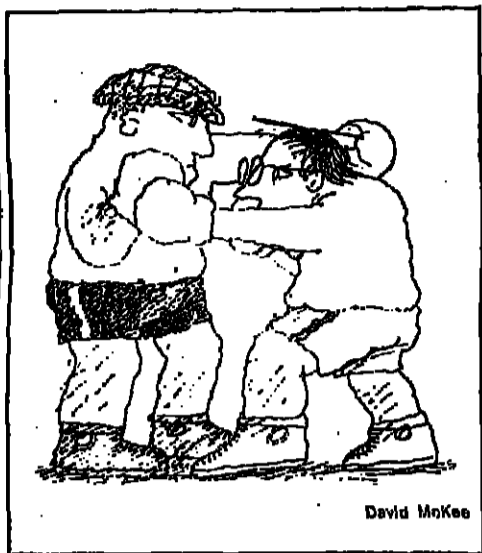
Since its formation, the Darlington Careers Association has been attempting to bring closer together local authority, parents, pupils, teachers and industry. It has been aware of growing dissatisfaction among parents and training specialists over levels of numeracy. Building on the good relationships established between education and industry, a working party was set up in the autumn of 1974 to examine the problem.

The working party consisted of two mathematics teachers, two industrial training officers, a manager of a group training scheme, an area careers officer, two lecturers from the college of technology, and myself as an independent chairman. Its remit was to "investigate industry's concern about an apparent decline in arithmetic ability among prospective craft apprentices".

We collected quite a bit of evidence before meeting: articles from the Engineering Industry Training Board's newsletter, *Skill*; details of the July, 1974, Nottingham conference organised by the Institute of Mathematics in association with the Shell Centre for Mathematical Education; results of special tests taken in local schools; and reports of a similar project undertaken in Hampshire. All this pointed towards the existence of a national as well as a North Eastern concern.

Six areas of weakness were identified among prospective craft apprentices: decimals—adding, subtracting, dividing and multiplying; division of whole numbers; fractions; percentages; ratios; problems involving the transposition of formulae; e, calculation of velocity, resistance, perimeters, sines, cosines and tangents. Eight major issues dominated the discussion. The first was selection.

"We are not getting enough applicants with the basic arithmetic skills to do the jobs we want them to do," said industry. "Nor are they capable of satisfying the minimum further education standards required by the colleges," added the lecturers. "Ah," said the teachers, "don't blame us. We think mathematical standards are anything but improving. You are not getting the brightest pupils because they are choosing not to go into engineering. You are getting the lower end of the ability range. You need to do



David McKee

something about your image in order to attract the people you want."

Knowing more about industry than education, I gave the teachers the benefit of the doubt and awarded the first round to them. We settled on Grade 3 CSE as the minimum standard in mathematics for craft apprentices.

Round two also went to the teachers. This was on the syllabus. The teachers produced copies of mathematics syllabuses being followed in schools, and sample examination papers. Sets, number systems, number bases, probability, statistics, matrices, linear programming, transformation geometry, topology, calculators, logic and vectors were there, all likely to be encountered by CSE and GCE pupils. "OK," said the trainers, "you have broadened the syllabus and that is good, but we think you have done it at the cost of reducing the amount of time given to basic arithmetic. We would like you to give more time to this."

The teachers were growing in confidence by the time the third issue, "Education for life," came along. We are concerned to educate people for life, not just for work. "Right, we take the point," argued the trainers. "But don't you think that work takes up a considerable proportion of life for many

people? We must have people with basic skills. We are heavily dependent on manufacturing for our economic survival. If we fail there, work suffers and the whole of society is affected as a result. In any case, we think that young people need basic arithmetic for all kinds of things outside work—shopping, do-it-yourself, mortgages, form filling and so on." The teachers sounded plausible, but I marked the round in favour of the trainers. They had the more realistic approach.

Round four was about units. The schools were wholly metric in their approach. It was something of a surprise to the teachers to find that the training officer from an American firm operated predominantly in imperial measurement. The other trainer and the group scheme manager used both units. There seemed little appreciation of the industrial situation by the teachers. No one, at this stage, produced any conversion tables. I marked the round off the teachers because they used the centimetre and not the millimetre as their lowest unit of measurement. I had to give the round to the trainers.

Next came calculators. "You don't need to work out complicated arithmetical sums anymore," said the trainers. "That's true," said the teachers. "But we would still like to feel that the apprentices we get understand the basic principles and know roughly what the answers should be. We think they ought to know, for instance, where to put decimal points. Industry is not so well off as to be able to afford an electronic calculator for all its employees, and, even with one, things can go wrong." It seemed to me that the teachers were genuinely trying to avoid unnecessary calculations and had a more forward-looking attitude. But the trainers had a point. A draw seemed a fair assessment.

Round six dealt with primary schools. The trainers admitted that not enough attention was given to basic arithmetic in secondary schools. "But, if youngsters come to us from the primary schools without a basic grasp of arithmetic, there is very little that we can do about it," "Rubbish," said the trainers. "What do we pay our rates for? You are passing the buck. The very least we expect from education is a grasp of basic skills. We don't see why we should have to spend precious time teaching them after 11 years in your hands." Another to the trainers.

Motivation was the seventh issue. "We are trying our best," said the teachers. "But many of them just don't want to know.

Maths is not an easy subject to teach us, with responsibilities for maths, been trained in other subjects, graduates are not coming into teaching, anything like the numbers we require. you, we have no sanctions we can apply cannot seek our pupils if they are unmotivated."

"We don't think you have tried enough," replied the trainers. "Can you in any way? We can provide examples of problems first-year apprentices are likely encounter if that will help them to see maths is applied at work. Would it help next time you send pupils on a work visit we gave them a maths test first, and showed the successful ones round the factory?"

I thought it was a round full of interest. The teachers were defenceless for the most part; the trainers more so. The teachers obviously had more insight into the situation than the trainers, but not of their own making. I made the draw even.

The last round was communication. "I would like more feedback from industry," said the trainers. "And we would like to know more about the minimum requirements for college courses, too."

"We think that communications have improved over the years," said the trainers. "Especially with the careers teachers." The problem is also within the schools, as the trainers said. We need to have a clearer liaison between the careers department and maths, science, English and technical drawing." Round to the teachers for a decisive approach.

Four all. Not a contest, really, that I had wanted to win. I felt we had made a few bridges and improved our understanding. I certainly came out of the exercise with deeper sympathy for the teachers, but a sense, too, of the need to do something positive, and quickly, about the supply of young people with basic skills in numeracy.

The problem is not going to be solved overnight. As a first-aid measure, perhaps, industry has to give time and resources to re-evaluate its recruitment and retention policies. But more resources need to be put into the teaching of maths in schools. The alarm bell has sounded. We cannot afford to tolerate a situation where 50 per cent of our school population has no hope of gaining even a Grade 3 CSE qualification in maths.

Rowland Goodwin is chairman of the Darlington Careers Association.

Impressions from the field

Michael Kelly suggests that official British overseas aid agencies are not as effective as they might be

Five years of field experience on contract to the British Council and the Ministry of Overseas Development have persuaded me that they are not doing a good job in educational aid. I write from direct experience and impressions only of West Africa, particularly Cameroon. I do not have the general information about educational aid from Britain to the rest of the world as claim experts beyond my own observations and personal experience. However, I suspect it is just as bad elsewhere. The word from the grapevine of far-flung contract acquaintances is not heartening.

The educational policies of these two bodies are not clearly evident. A certain flirting with intermediate technology and informal school-leaver education has the appearance of a timid gamble as far as Cameroon is concerned, compared with the routine support for university, teacher training and formal system language advisory posts. One gets the impression that even routine posts are grudgingly rather than enthusiastically supported.

There are remarkably few signs of project evaluations either in the stages before agreements with the host government are made, during the working of the project, or subsequently. This is so in terms of responsible costing and of professional implications. Evaluation exercises are not ODV policy as they cost too much. I was informed by an Aid Secretary at the Embassy, I wonder what really costs too much: stringent evaluations and project discipline, or drift.

Host government promises, which are taken more realistically by UN agencies as statements of good intent and not budgeted for very seriously, are on the one hand used as justifications for inflexibility and lack of

generosity when things do not quite turn out as expected, or on the other used for complaints about how inefficient and unreliable the host governments are. The burning need is to be able to identify projects, be professionally and developmentally well informed in doing so, and be realistic and flexible in attitude and positive in support. Other aid sources, voluntary, bilateral and multilateral, try to be. Not so the British.

My own post was briefed as a mobile, field-oriented one, for regular work in widely dispersed institutions separated by appalling roads. It took me three years to be officially given a heavy duty vehicle. The representative of the British Council said he halfway through the negotiations while I wandered audibly to him and to "London" what I was being paid for, that a new policy was being created in London: "We must make our chaps in the field effective."

There is no coherent or comprehensive evidence that I have come across for such a change. Equipment I asked for in 1974, and which had been approved, had not reached me in 1976, well after its usefulness was over. A post contracted for field research and experiments is labelled "teacher" in the routine of the ministry and council bureaucracy in London, and support is given according to an inflexible book. Criticism or urging creative involvement in local project needs, are very badly taken.

A large part of the problem seems to be an attitude of grudgingness, even resentment. The natives are, conspicuously, often not well liked, not certainly respected. Their ways of doing things are inferior and inefficient, corrupt and feckless. They are grasping and unrealistic. The tone is shockingly defensive, and has the flavour of controlled hostility which has gone well beyond the famous "reserve" and diplomacy. For the field worker who wants to engage in his or her project, not as a sop to local mendacity, but as a job worth doing, and of professional interest, this indifference and resistance to flexibility and creativity are discouraging.

This attitude is obvious to incredulous and shocked native colleagues. Counterparts,

superiors and subordinates. Senior Cameroonians told me: "We knew that the British Council does not want to help us. It is us to go down because we did not vote to stay with Nigeria in the British sphere of influence." I hastened to assure them that carelessness was more of an enemy than malice. If I had been in the British Council or ODM knew or cared where Cameroon was, indifference and distaste struck me as not specific, however obvious and hurtful—though I got the impression that being African was not a help.

The inward-looking, little Englander attitudes of British Council, ODM and Embassy people in the field contrast with liberal pretensions in the official protestations and handouts in the host country representatives of British culture and aid clinging together clubbily; condescending, exclusive and defensive. This reflects the inward-lookingness of their careers and of their organizations. It is evident in protocol what "grade" is eligible for what treatment or privilege, badroom, carpets or bathrooms, where seats must be arranged, and how they are to be squeezed out of the administrative code books.

All this confirms the "organization's theory" cliché that bureaucracies become more preoccupied with internal efficiency than external effectiveness. Aid, especially relevant and innovative and flexible aid to changing educational systems in host societies, comes a bad second to in-fighting between the Council and ODM, internal status improvement, and administrative formulae orthodoxy. Aid task identifications and improved performances in aid seem distractions from the all-important funding parcel. A disillusioned senior British Council friend once lamented to me: "It is such a club. I can see that outsiders, whether people or tasks, must be very irritating."

The British Council and the ODM are monopolists in British aid to education. They really well, they have access to plum postings and projects. In return they exact their mercenary-like, contract hand-outs that staff the vast majority of their aid projects, to accept what is handed down administratively,

not to be critical or ask awkward questions about value for money. A professional makes discussion of these concerns tense and infrequent. Frankness in professional matters is discouraged. It is from a successor to my last post that a confidential report has just been emanated of criticism before being shown to him. The report, which has been discussed in the country or in London, there has been a dialogue about my reports. Only club discussions about my project. Only club discussions about my project. Only club discussions about my project. Only club discussions about my project. Only club discussions about my project.

The agencies' power to hire and fire is frighteningly unrelated to developing needs, in education among other things, the real servicing of even such projects they halfheartedly approach. Involvement and improving British aid in the field. You are supposed to be their business. But you cope with changing needs and approaches. British aid may be relatively small but the more reason to insist that it is well bound and meaningful.

The present official aid agencies hang on in thinking, counterproductive attitudes, riddled with stereotypical and cratic deficiencies. Many of us would rather get up and go, where there are and where Britain can help to meet. But the official machine is uninterested.

Michael Kelly was formerly English Language Teaching Adviser at the Ministry of Education, Cameroon.

CASSETTES IN THE CLASSROOM

A VALUABLE RESOURCE

How many lessons give you time to think? Times Cassettes can help. Prepared with the expertise of The Times, The Sunday Times and The Times Supplements behind them Times Cassettes make a useful and practical teaching aid. Most last about an hour, so each side fills a period with time left for discussion. Just look at the subjects where a Times Cassette can fill in for you...

MUSIC



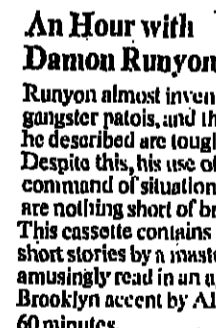
Enjoying Bach Harpsichord Music
The infectious enthusiasm of Felix Abrahamian (music critic, *The Sunday Times*), his fascinating commentary, and the superbly played examples from Colin Tilney make this the perfect guide. Over 60 minutes.
"Played with just the right atmosphere of informal elegance." *Hampstead and Highgate Express*.
"A model of what such cassettes should be." *The Times Educational Supplement*.

"Bach is not my favourite composer, but this cassette is gradually winning me over." *The Independent, Plymouth*.

LITERATURE

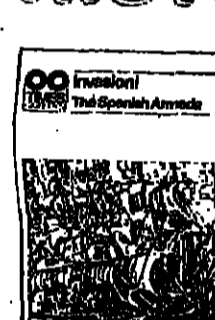


Come Love with Me
The perfect cassette to introduce English love poetry to reluctant adolescents. From Herrick to MacNeice, from John Donne to Theocritus, poems familiar and unfamiliar are woven with music into five short sections. It's entertaining, romantic and fun.
Over 55 minutes.
"... a pleasant change." *Coventry Evening Telegraph*.



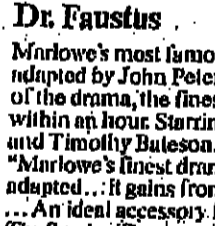
An Hour with Damon Runyon
Runyon almost invented American gangster patois, and the guys and dolls he described are tough and lawless. Despite this, his use of language, his command of situation and dialogue, are nothing short of brilliant. This cassette contains four excellent short stories by a master of the genre, amusingly read in an appropriate Brooklyn accent by Al Mancini. 60 minutes.

HISTORY



Invasion! The Spanish Armada
There have been many invasion threats to Britain. This cassette dramatizes one of the most potent: the mighty Armada sent by Philip of Spain against the navy of Elizabeth I and her sea captains, led by Sir Francis Drake. A crucial narrative of stirring history, relayed with verve and freshness, starring Francesca Annis. 60 minutes.

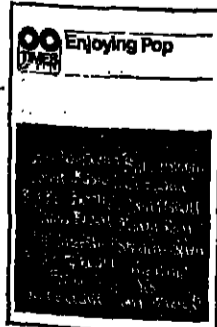
DRAMA



Dr. Faustus
Marlowe's most famous play specially adapted by John Peter to keep the best of the drama, the finest of the language, within an hour. Starring Peter Jeffrey and Timothy Bateson. Over 50 minutes.
"Marlowe's finest drama vigorously adapted... it gains from deft editorship... An ideal accessory for students." *The Sunday Times*.
"A really fine performance. It brings the play to life, brings out its humour as well as its dramatic qualities." *Britain Savin, BRMB Radio, Birmingham*.



Heroes, Villains and True Love Conquers All
The world of Victorian melodrama of willing heroines and powerful alicorn with a host of scenes from the best plays of the period acted, amusingly explained and related to the development of English-speaking theatre. With Simon Ward, Joss Ackland, Raymond Francis, Kate Nicholls, Prunella Scales. 60 minutes.



Enjoying Pop The 20th Century Panorama
An educated guide to the popular music of our day, and our century. With examples from Billie Holiday, The Who, Yes, Focus, Ella Fitzgerald, Count Basie, Steeleye Span and many more. Double-play cassette. Over 90 minutes.
"If there are many others like me 'Enjoying Pop' must be a resounding success." *John Dankworth*.
"... wise and entertaining... A splendid assemblage." *Yorkshire Evening Press*.
"I found his description of the evolution of modern pop quite fascinating." *Kaleidoscope BBC, Radio 1*.

To order complete the coupon clearly in block letters. UK addresses only, please. Allow up to 28 days for delivery. Quoties, not orders, to Chris Walker, telephone 01-837 1234, extension 7110.

Send to: Times Cassettes, 32 Wharf Road, London N1 7SD.

Name	Quantity	Price	Name	Quantity	Price
C	Enjoying Pop	3.99	K	Come Love with Me	2.95
D	Edgar Allan Poe	2.95	L	Damon Runyon	2.95
E	Dr Faustus	2.95	M	Songs of Christmastide	2.95
F	Bach Harpsichord Music	2.95	N	Once Upon a Time	2.95
G	Chopin	2.95	P	Heroes, Villains	2.95
H	Kidskin	2.95	R	Invasion!	2.95

Enclose a cheque/PO for £... crossed and made payable to Times Newspapers Limited.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education	
Headships	34
Deputy Headships Senior Masters/Mistresses	34
Other Appointments	34
Primary Education	
Headships	34
Deputy Headships Senior Masters/Mistresses	36
Heads of Department	53
Scale 2 Posts	53
Scale 1 Posts	53
Appointments in Scotland	54
Middle School Education	
Headships	54
Deputy Headships Senior Masters/Mistresses	54
Remedial Posts	54
Domestic Subjects	54
English	54
Mathematics	54
Physical Education	54
Science	54
Technical Studies	54
Other than by Subjects	54

Secondary Education	
Headships	54
Deputy Headships Senior Masters/Mistresses	55
Remedial Posts	56
Art and Design	56
Careers	57
Classics	57
Commercial Subjects	57
Domestic Subjects	57
Economics	57
English	57
Geography	57
History	58
Humanities	58
Mathematics	58
Modern Languages	60
Music	61
Pastoral	61
Physical Education	62
Religious Education	63
Rural Studies	64
Science	64
Social Studies	64
Speech and Drama	66
Technical Studies	66
Other than by Subjects	68
Appointments in Scotland	70

Special Education	
Headships	70
Deputy Headships Senior Masters/Mistresses	70
Heads of Department	71
Scale 2 Posts	71
Scale 1 Posts	71
Independent Schools	
Headships	72
Deputy Headships Senior Masters/Mistresses	72
Remedial Posts	72
Art and Design	72
Classics	72
Domestic Subjects	72
Economics	72
English	72
Geography	72
History	72
Humanities	72
Mathematics	73
Modern Languages	73
Music	73
Pastoral	73
Physical Education	73
Religious Education	73
Rural Studies	73
Science	74
Speech and Drama	74
Technical Studies	74
Other than by Subjects	74

Preparatory Schools	
Headships	74
Deputy Headships Senior Masters/Mistresses	74
Classics	74
English	74
Geography	74
Mathematics	74
Modern Languages	74
Music	74
Pastoral	74
Science	74
Other than by Subjects	74
Colleges of Further Education	
Directors and Principals	75
Heads of Department	75
Other Appointments	75
Colleges and Departments of Art	
Headships	77
Polytechnics	77
Universities	77
Followships, Studentships and Research Awards	77
Colleges of Higher Education	77
Teachers' Centres	78

Adult Education	78
Community Homes and Associated Institutions	
Headships and Deputy Headships	78
Other Appointments	78
Assessment Centres	78
Youth and Community	
Overseas Appointments	79
Administration	
Local Education Authority	80
General	82
Child Care	82
Educational Psychologists	82
Examiners	82
Analysers Services	83
Miscellaneous	83
Outdoor Education	84
English as a Foreign Language	84

Appointments wanted

Other classifications

Educational Courses	84
Awards and Scholarships	84
Personal Announcements	85
Exhibitions	85
For Sale and Wanted and Postal Shopping	85
Holidays and Accommodation	85
Home Exchange Holidays	85
Properties for Sale and Wanted	85
Typing and Duplicating	85

Teachers wishing to apply for a post in Scotland are requested to ask the Registrar, The General Teaching Council for Scotland (5 Royal Terrace, Edinburgh EH2 5AF) for information about eligibility for registration with the council.

Nursery Education

Headships

BURNHAM (London Borough of) **ST. ALDANS DIVISION** **LONDON COLLEGE, ST. ALDANS**
Applications invited for the HEADSHIP of this Group 2 nursery school vacant from 1st September on retirement of present holder. Applications forms and further details from the Director of Education, County Office, Brentford, Uxbridge, Middx. BU6 3PH. Closing date: 25th February 1977.

Deputy Headships Senior Masters/Mistresses

NEWNHAM (London Borough of) **BERNARD STREET NURSERY**
Applications invited for the HEADSHIP of this Group 2 nursery school vacant from 1st September on retirement of present holder. Applications forms and further details from the Director of Education, County Office, Brentford, Uxbridge, Middx. BU6 3PH. Closing date: 25th February 1977.

Primary Education

Headships

AVON COUNTY **TARNTON GREEN C.E. V.C. JUNIOR SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Deputy Headships Senior Masters/Mistresses

AVON COUNTY **ST. ALDANS DIVISION** **LONDON COLLEGE, ST. ALDANS**
Applications invited for the HEADSHIP of this Group 2 primary school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Other Appointments

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Nottinghamshire

NOTTINGHAMSHIRE **BRAMLEY VALE PRIMARY SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Nottinghamshire

NOTTINGHAMSHIRE **BEAUFORT INFANT, DERBY**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Nottinghamshire

NOTTINGHAMSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Nottinghamshire

NOTTINGHAMSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Nottinghamshire

NOTTINGHAMSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Nottinghamshire

NOTTINGHAMSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Nottinghamshire

NOTTINGHAMSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Nottinghamshire

NOTTINGHAMSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Nottinghamshire

NOTTINGHAMSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

Headships

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

Headships

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

Headships

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Derbyshire

DERBYSHIRE **SHREWSBURY** **THE OAKS C.P. INFANTS SCHOOL**
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 2 Vacancy from 1st September 1977. Stamped addressed envelopes for further details and application forms should be returned to the Director of Education, County Office, Broadway, Stratford, E15 4HL.

Education Department
Headteacher
STANTON HILL INFANT SCHOOL, Fackley Road, Stanton Hill, Sutton-in-Ashfield, Notts.
Qualified teachers are invited to apply for appointment as Headteacher of the above school.
Number on roll: 225 Salary Group: 4
Vacant: 1st September, 1977.
Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.
Closing date: 25th February, 1977.



Derbyshire headships
Applications are invited from suitably qualified primary teachers for the Headship of the following schools.
Amended Advertisement
Bramley Vale Primary School, (near Chesterfield)
325 Children + 40 Full-time equivalent Nursery places GROUP 5 (plus social priority school allowance)
Beaufort Infant, Derby
190 Children + 50 Full-time equivalent Nursery places
Closing date 25th February, 1977
Application forms and particulars for the above posts (e.g. foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 9BG.

NORFOLK COUNTY COUNCIL
Education Department
HEADS
required for
(1) CLARKSON FIRST SCHOOL, Norwich (Group 5)
(2) MULBARTON FIRST SCHOOL, Nr. Norwich (Group 4)
(3) MORLEY V. A. PRIMARY SCHOOL, Wymondham (Group 2)
(Candidates for Morley School should preferably be communicant members of the Church of England)
(4) REDENHALL V. A. FIRST SCHOOL, Haleston (Group 4)
(Candidates for Redenhall School should be practising communicant members of the Church of England)
Application forms and further details ONLY by sending a stamped, addressed, foolscap envelope to County Education Officer, County Hall, Norwich, NR1 2DL. Closing date 28th February. Removal expenses payable in accordance with Authority's scheme.

NORFOLK COUNTY COUNCIL
Education Department
HEADS
required for
(1) Gresham C.P. School, nr. Cromer (Group 1).
(2) New Marham Middle School (Group 5)
(3) Lessingham C.P. School (Group 1)
(4) Marshland St. James V.C. Primary School, Wisbech (Group 3)
(Candidates for Marshland School should be Communicant members of the Church of England.)
Application forms and further details only by sending a stamped, addressed, foolscap envelope to County Education Officer, County Hall, Norwich, NR1 2DL. Closing date 28th February. Removal expenses payable in accordance with Authority's scheme.

PRIMARY SCHOOLS HEADSHIPS
SANDRINGHAM JUNIOR SCHOOL Sandringham Road, London, E7 8ED
Roll: 285
Required September, 1977, or earlier if possible
HEADTEACHER GROUP 5
BURNHAM SCALES
Plus LONDON ALLOWANCE £402
Plus ANNUAL SUPPLEMENT £312
Plus SOCIAL PRIORITY ALLOWANCE £201 or £276
Application forms may be obtained from the undersigned and should be returned by February

PRIMARY Headships continued

DORSET... Applications for the post of Head Teacher... to commence from September 1, 1977...

EAST SUSSEX... Applications for the post of Head Teacher... to commence from September 1, 1977...

HERTFORDSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

HERTFORDSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

GLoucestershire... Applications for the post of Head Teacher... to commence from September 1, 1977...

GLoucestershire... Applications for the post of Head Teacher... to commence from September 1, 1977...

HAVERING... Applications for the post of Head Teacher... to commence from September 1, 1977...

HERTFORDSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

HERTFORDSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

GLoucestershire... Applications for the post of Head Teacher... to commence from September 1, 1977...

GLoucestershire... Applications for the post of Head Teacher... to commence from September 1, 1977...

GLoucestershire... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

SANDWELL... Applications for the post of Head Teacher... to commence from September 1, 1977...

SANDWELL... Applications for the post of Head Teacher... to commence from September 1, 1977...

SANDWELL... Applications for the post of Head Teacher... to commence from September 1, 1977...

SANDWELL... Applications for the post of Head Teacher... to commence from September 1, 1977...

SANDWELL... Applications for the post of Head Teacher... to commence from September 1, 1977...

SANDWELL... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE... Applications for the post of Head Teacher... to commence from September 1, 1977...

LONDON BOROUGH OF BEXLEY
LONGLANDS PRIMARY SCHOOL
SIDCUP
HEAD TEACHER
GROUP 6
Applications are invited from experienced teachers for the post of HEAD TEACHER. Appointment to commence from Autumn Term, 1977, i.e. 1st September.

HEADSHIPS
NEW SCHOOL
NEW CITY
NEW CHALLENGE
Conniburrow County Middle School—480 places, Group 6.
Available from September, 1977. The person appointed will participate fully in the staffing and equipping of the school which is expected to open in January, 1978.

MARK
MILTON KEYNES DIVISION
MILTON KEYNES COUNTY COUNCIL
Applications for the post of Head Teacher... to commence from September 1, 1977...

LINCOLNSHIRE
MILTON KEYNES DIVISION
MILTON KEYNES COUNTY COUNCIL
Applications for the post of Head Teacher... to commence from September 1, 1977...

DEPUTY HEADSHIPS
Senior Masters/Mistresses
BARKING
Applications for the post of Deputy Head Teacher... to commence from September 1, 1977...

GLoucestershire
Applications for the post of Head Teacher... to commence from September 1, 1977...

WARWICKSHIRE
Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE
Applications for the post of Head Teacher... to commence from September 1, 1977...

GLoucestershire
Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE
Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE
Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE
Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE
Applications for the post of Head Teacher... to commence from September 1, 1977...

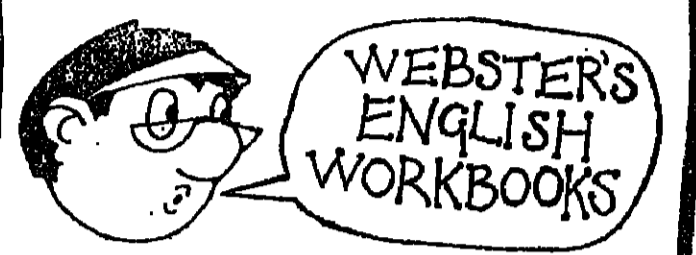
WILTSHIRE
Applications for the post of Head Teacher... to commence from September 1, 1977...

WILTSHIRE
Applications for the post of Head Teacher... to commence from September 1, 1977...

EXTRA PRIMARY BOOKS



NELSON PRIMARY



James Webster
Make basic English practice fun with Webster's English Workbooks—4 carefully graded workbooks for children aged 7 to 11. Lots of exercises in vocabulary, sentence structure, spelling and punctuation, with every exercise demanding an active, creative response—making the workbooks ideal for the average pupil who needs to see English in action rather than struggling with the complexities of academic terms. Each Workbook, 30p

Gateways to the soul
Ralph Lavender reconsiders Huey's work on the teaching of reading in the light of modern developments

Teaching children to read has concerned educators since the beginning of written language. In 1596, Cosío was writing in The English Schoolmaster so as to help children learn their letters: "If we do ill by no fault of our own, it is to be pitied; but if we do ill by our own fault, it is to be blamed." He distinguishes between the "mechanical" and the "artificial" in learning to read, and argues that the latter is the more important. He also discusses the importance of the teacher's role in guiding the child's learning process. The text continues to explore Huey's ideas on reading and their relevance to modern educational practices.

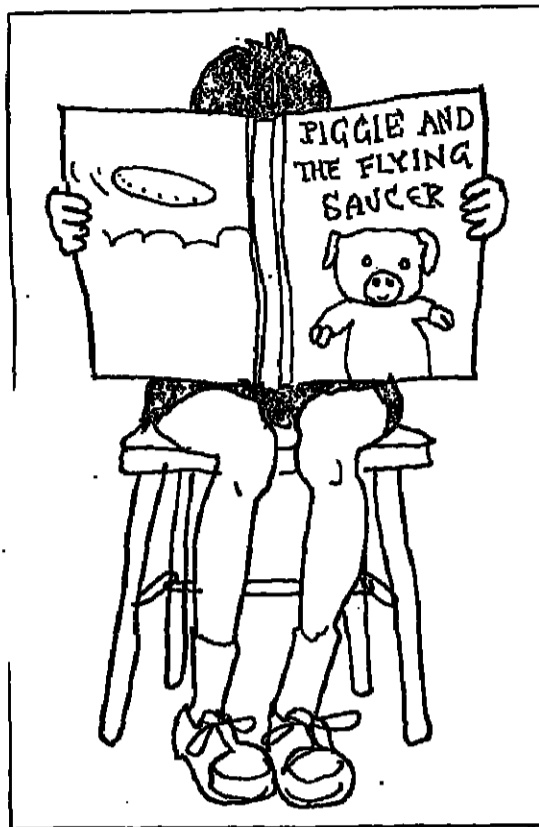
ENGLISH for Primary Schools

W P Cleland
A sound and comprehensive introduction to the study of English covering the 4 Junior School years—now in a carefully and thoroughly revised new edition with up-to-date subject matter and bright new illustrations.
Expansion is placed on grammar, vocabulary extension and punctuation throughout the course, although an over-formal approach is avoided.
Book 1 & Book 2, each 85p
Book 3 & Book 4, each 70p

- INSPECTION COPIES
To: The Educational I/C Department, Nelson, Lincoln Way, Windmill Road, Sunbury-on-Thames, Middlesex TW16 7HP.
Please send me inspection copies as ticked below:
[] 424281 6 Webster's English Workbook 1
[] 424282 4 Webster's English Workbook 2
[] 424283 2 Webster's English Workbook 3
[] 424284 0 Webster's English Workbook 4
[] 424264 9 English for Primary Schools 1
[] 424265 7 English for Primary Schools 2
[] 424266 6 English for Primary Schools 3
[] 424267 3 English for Primary Schools 4

Name:
School:
Address:

Children's Book Review Competition

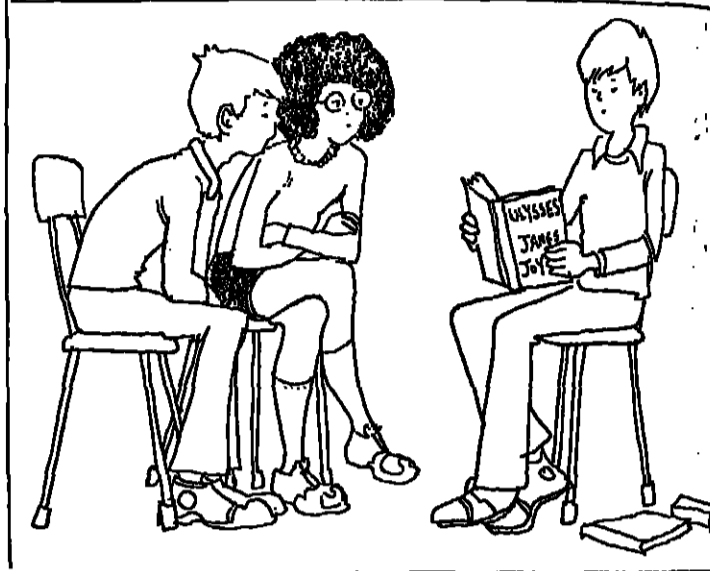


A rather infantile plot and the author knows nothing of the logistic problem in organising extra terrestrial exploration...

Children's books are normally reviewed by parents and teachers. Today we announce a competition—carrying a first prize of £50 and eight prizes of £20 each—for reviews by the children themselves.

Children are invited to submit their own review of any book—fact or fiction—which they have either enjoyed or found useful. The usual principles of book reviewing apply: while the review should reflect the book's contents, or indicate the gist of the story, it should also evaluate, and reflect the reader's response. Reviews should not be more than 250 words long: they may of course be less. Entrants—who may only submit one review each—should not have reached their twelfth birthday before August 31, 1977. The closing date for entries is April 1, 1977.

The prizes will be awarded in the form of money for books, the winners' school libraries; each winner will, in addition, receive books of his or her choice up to a combined value of £10. The competition will be judged by The Editor of *The Times Educational Supplement*, whose decision is final. Entries cannot be returned, and no correspondence can be entered into. The reserves the right to publish the winning entries, but also does not to award prizes if the level of work submitted does not warrant it.



"This next one, 'Ulysses' by a Mr Joyce and frankly it is pretty dull stuff..."

In search of a good plain tale

Edward Blishen

The Bear who liked Hugging People. By Ruth Ainsworth. Heinemann £3.50. 434 92587. Once twice thrice upon a time. 7188 2237 4. Once twice thrice and then again. 7188 2238 2. Both by Dorothy Edwards. Lutterworth £2.50 each. Carrot Tops. By Joan Wyatt. Heinemann £2.50. 434 97500. The Terrible Plain Princess and other stories. By Pamela Oldfield. Hodder £2.40. 340 20713 2. Sketches Book 1. 0 904 223 094. Book 2 10 8. By Helen Solomon. Good Reading Ltd. £2.55 each.

There was once, my little dears, a lighthouse keeper who was woken every morning by the firing of a naval gun on the mainland. One day (are you sitting comfortably?) let me rearrange the cotton wool; they were dismantling the gun—an action of which those naughty sailors had not informed him. At the usual time, when the gun didn't fire, the lighthouse keeper fell out of bed crying: "What the hell was that?"

I must say I am wickedly reminded of this story when I read some books for the very young. Of course small readers or listeners

need to be made to feel secure; but I wonder if the best way of achieving that end is to turn stories into non-events—with no detonation whatever. A common way of doing this is to take the ingredients of a story that might be expected to go off bang, and to defuse it. The bear in Ruth Ainsworth's title story, for example, goes about hugging people, which changes their shape, and everyone's rather peeved about it. All's well when he is "lucky enough to meet with a wife" who "loves to be hugged". Paddington Bear is one thing—a bear in a state of nature who is so whimsically unbearable is quite another.

In *Once twice thrice upon a time* there is another bear who learns not to scramble for his food at the expense of his siblings. There is also a cat who points out to protesting mice that he never actually harms one of them—his ferocities are all anecdotes to boredom. This story reduces the relationship of cat and mouse to a mere matter of irritable pacifism on both sides. There is such blandness about all this. And so much whimsicality roosting about among the debris of great subject matter. So in Ruth Ainsworth there is a witch's broomstick, which "was very proud of his bristles, which were made of real twigs, not just

plastic like some broomsticks". And I would like to ask Dorothy Edwards, who herself really is the good practical storyteller she is described as being on the flap of *Once twice thrice upon a time*, why she included a story of a boy so keen on reading that he was nearly burnt to death in a library fire. Surely the only possible moral of this story is that reading of any intensity may be a suicidal activity?

I thought Joan Wyatt's *Carrot Tops* very much better. It doesn't paralyse (not a nice word, but Oxford allows it) other kinds of story for the young. It is verbally interesting (a turnstile is "a kind of giant mining machine"). And I think children will be tickled by many exchanges between mother and child. Steve, for example, has made paper men; reflects, when bath time comes, that "paper men don't have baths." Says his mother: "They use dry water."

When I come to stories for older children, I have once to backpedal (or otherwise revise my mode of progress) in respect of parasitism. *The Terribly Plain Princess* is quite unabashedly parasitic. That is, it is a latterday, and at its worst rather arch, gloss on the world of fairy-tale. In *Once twice thrice upon*

a time, the everyday and the faerie come together, happily, in a story about a little girl who likes to imagine she's a princess. Her tactful mother has a problem when it comes to meals, but sacramentally it "Princesses", she declares, "always have fish fingers and chips, and jelly, for dinner."

Pamela Oldfield never falls that low. I read her with only one certainty: that because she has a lively approach to words and ideas, she might be enjoyed by a good many children. Her worst fault is facetiousness—but she strikes me as being, as it were, facetiously facetious, so that the worst of her is always turning into the best of her. There is a story, for example, about a fairy kingdom so far gone in dragonlessness that it has to institute a "Save-a-Damsel Week". But it is, you see, because the young men are prumbling about the "shortage of terrible danger"; and that's a nice phrase.

On the whole, I thought a young reader might hate the beginnings (Most fairy-tale princesses have golden curls and big blue eyes and this one was no exception") and be struck by a genuine originality in the endings ("No one ever doubted that they lived happily ever after, but we can never be sure. You see, they were never

seen again"). There are one or two touches that might vex the light the young but definitely large bodies of reputable public opinion ("He gave up being a knight ruffian and took a job as assistant librarian"). Gyles has caught the mood of it all in her illustrations.

At this point in my reading—of stories which had the quality of narrative nouspatri (I'm thinking of cheese) and others rather casually better—I thought I might have lost all taste for good tales. Such I judge Helen Solomon to be, and I think they may be remarkably liked by many young readers—but definitely liked, have a background of down-to-earth, unaffluent existence in a country, and are about plain pleasures, family upsets and coveries, and so forth. There acute about character, too. I'm one about the boy who'd never ing about his brother, never name but as "my big brother. Comes a birth in the family and he suddenly he's the one who's happened to him. His irritation his neighbour has yielded up, triumph! he's now, himself, one's big brother.

more recently, we find Polanyi's *The Study of Man* (University of Chicago Press) pointing out that you shift your attention from the thing of the symbol to the symbol viewed as an object in itself, to destroy meaning." Reading, and especially reading aloud, was "a fetish of the post-war era" in 1908. It still is, in all grades" in 1908. It still is, although children, like all of us, will ignore whatever has no meaning for them (and, like us, we too much meaning for them). Nonetheless, everything they do, with a sense that it belongs to a whole something, and ing and pondering over what wrote 70 years ago may help make sure that this whole thing is a something worth

An ancient Greek once bought slaves, one for each letter of the alphabet to help teach his son to read. If anyone should be 24 or 26 books about the art of reading, Edmund Burke should be one of them.

A New Mathematics Course from Heinemann

Primary Mathematics

A Development through Activity

SPM GROUP SCOTTISH PRIMARY MATHEMATICS GROUP

- * A complete course, including Number, Pictorial Representation, Measure and Shape, for the 7-12 age range
- * Places strong emphasis on the acquisition of basic skills
- * Devised and tested by a Scottish Education Working Party in pilot schools of every description
- * The material is highly flexible. Teachers can follow the order which best suits their pupils
- * It works well with class teaching, group teaching or individual learning



STAGE ONE		STAGE FOUR	
4 Workbooks	90p per set	Textbook	£1.40
35 Workcards	£3.95 per set	Workbook	30p
Teachers' Notes	£1.90	32 Workcards	£4.75
Teachers' Materials Pack	£3.40	Teachers' Notes	about £2.60
Answer Book	£1.90	Teachers' Materials Pack about £3.70	
STAGETWO		Answer Book about £2.45	
4 Workbooks	90p per set	STAGE 5 In preparation	
34 Workcards	£4.75 per set		
Teachers' Notes	£2.50		
Teachers' Materials Pack	£3.70		
Answer Book	£1.90		
STAGETHREE			
Textbook	£1.35		
Workbook	35p		
32 Workcards	£4.75 per set		
Teachers' Notes	£2.50		
Teachers' Materials Pack	£3.70		
Answer Book	£2.35		



Heinemann Primary & Middle School

Complete English

E. G. THORPE

Have you seen this very successful six-book English course? It provides interesting and rewarding work to meet the demands and stretch the ability of children from 8-12. Books 1-6 each contains 30, and the Introductory Book 22, stimulating and well-written extracts of prose and poetry from a wide variety of authors. These are delightfully illustrated. The work following each passage is divided into three parts, Comprehension, Language and 'Find Out'.
Introductory Book 70p Book 3 80p
Book 1 80p Book 4 90p
Book 2 90p Book 5 95p
Keys available to each book

Junior Impact

R. H. POOLE and P. J. SHEPHERD
A colourful new series of thematic anthologies for pupils of 9-12. Each book contains a wide variety of stimulating prose, poetry and illustrations, many of which are printed in colour. "An elegant series of books containing an impressive array of extracts and poems." *Teachers' World*
1 It's a Fact 2 The Senses 3 Creatures 4 Myth and Legend
95p each Teachers' Book £2.60

Inspection Copies

Name: _____

Address: _____

- Please forward me inspection material for the following (please tick box)
- Complete English
 - Junior Impact
 - The First Reading and Writing Scheme
 - Primary Mathematics
 - A complete list of Heinemann Primary Books

The First Reading and Writing Scheme

MARGARET HOOTON
Published jointly with Shephard-Walwyn Ltd. Widely praised when first published by Shephard-Walwyn Ltd. last year, *The First Reading and Writing Book* contains an effective programme for the initial teaching of reading and writing, through the child's growing understanding of sounds, letters and words. £4.95 - £1.95 paperback

The book is now published jointly by Heinemann and Shephard-Walwyn Ltd., together with a useful set of ancillary material for class use, consisting of:
The Practice Book provides extensive practice in drawing the basic shapes involved in the formation of letters, and in making simple phonic associations. £1.80 per set of 8
The Dictionary gives children the chance to read the key words printed under each letter; to write words they have come across; and to grasp the principle of alphabetic sequence. £1.80 per set of 8
The Wallcharts provide an attractive classroom display of letters, numbers, colours, days of the week, etc. 4 Wallcharts £1.00 - VAT

Whether used by itself initially, or as a phonic support to more general reading schemes, this compact programme will be found invaluable by the teacher wanting to be certain that every child in the class grasps all the essential reading and writing skills.
First Reading and Writing Pack
Single copies of the main components of the scheme may be purchased as a pack comprising:
The First Reading and Writing Book (paperback edition), *The Practice Book*, *The Dictionary* and *The Wallcharts* £3.95

Heinemann Educational Books
48 Charles Street, London W1X8AH



continued from page 37

examines briefly how written languages evolved, and the teaching of reading and the methods employed. He criticises reading primers which are artistically superb, but whose pictures do not reach the child's real interests and needs. The identity of the texts, their lexical derivation—sentence-hash—he calls it—is proved by quotation, and he tells us that the child's want is for a story.
"I would not have been possible for Huey to read E. M. Forster, who said that we are all like Scheherazade, wanting the end of the story. The line between phonics and reading is not drawn clearly in these primers. The phonic elements are made to precede the word, and the word is made to precede the idea, and the sentence comes last of all, just the opposite of the natural procedure." He thinks this is destructive of proper reading habits, making the child unfit for intelligent and natural reading. Children's use of

language should be synthetic, not analytic. "To burden the young pupil with the cumbersome technique of such a method and to so fill his mind with the dead products of adult analysis is a crime against childhood, which cannot long be suffered."
Against how many children across the face of the earth is that crime to be perpetrated again this year? If some of the new reformers have their will, the shadow cast backwards by what should come next might blight the lives of yet more children, rather than fewer. Huey would have agreed with those more recent thinkers who have asserted that education is to enable the child to understand his world now, not the one he will be living in presently. And he is quite clear about this: there should be no systematic instruction in phonics before nine. Nor should there be any of the "luxurious thrill from the sight of the silent-letter-recipe." The third part of his book is about the pedagogy of reading.

Like writing and drawing, reading is learned "in the service of what the children are doing as a social community". Huey thinks that too much time is spent learning and practising reading before children are ready—much of the learning would come later as a matter of growth. What the child should be doing is acquiring experience and discovering wants that will later make reading a natural demand and a meaningful process. It was John Dewey who suggested eight years as the proper age to begin serious instruction in reading. Huey deplores the child's over-dependence on books and his inability to use them properly. How much more true has this become during the last 70 years? Not all knowledge can be found yet between the covers of books. And it is this over-dependence on them, so Huey thinks, that has caused the increase in pathological eye-conditions and in stuttering.
In 1966, the Plowden Report

seemed to be acting like a pioneer in speaking out about home-school relationships. Yet here is Huey writing in 1908 that "the school of the future will have as one of its important duties the instruction of parents in the means of assisting the child's natural learning in the home." Parents have an important part to play in ensuring that the children hear more reading than they do for themselves. "The ear and not the eye is the nearest gateway to the child-soul."
Children should read silently; they should understand reading as the getting and the giving of meaning, not just the accurate naming of words. For reading is a kind of free translation of what stands on the page, so as to think a way into its meaning. It should not, therefore, be taught as a formal process, as an end in itself: it is the intrinsic value of what is read that constitutes, for Huey, the desirable reason for becoming literate. Much

more recently, we find Polanyi's *The Study of Man* (University of Chicago Press) pointing out that you shift your attention from the thing of the symbol to the symbol viewed as an object in itself, to destroy meaning." Reading, and especially reading aloud, was "a fetish of the post-war era" in 1908. It still is, in all grades" in 1908. It still is, although children, like all of us, will ignore whatever has no meaning for them (and, like us, we too much meaning for them). Nonetheless, everything they do, with a sense that it belongs to a whole something, and ing and pondering over what wrote 70 years ago may help make sure that this whole thing is a something worth

Handwritten note in margin: "لا تقرأ"

Famous People

Famous People is a new series which explores the lives of scientists and inventors, writers and artists, travellers and politicians who are renowned, each in their different field, and whose lives will be of particular interest to children of about eight to ten years. The books concentrate on the experiences and achievements of the individual set firmly against the background of their own society. Each book is packed with lively full-colour illustrations and, where appropriate, contemporary photographs are used.

- 1 Garibaldi of the Red Shirts
- 2 Marie Curie radium scientist
- 3 Marco Polo traveller to the East
- 4 Shakespeare man of the theatre

£1.60 each
282 x 219mm
48pp



Macdonald Educational

Ferguson-Givan Visual Aids

Scotland's Specialist Supplier of:-

- 35mm Slide Projectors, 16mm Sound Projectors
- Dry & Wet Wipe Whiteboards, Chalkboards,
- O.H.P.'s Projection Screens, Episcopes,
- O.H.P.'s Software, Whiteboard Software,
- Projection Lamps, Projector Software.

Ferguson-Givan Visual Aids,
163, St. Vincent Street, Glasgow, G2.
Tel:-041-248 3008 or 0292 314096.

Taking initial steps

Mary Hoffman on readers

The boundaries between school and home books for the younger age range are becoming blurred—and for a good reason. For the most part, non-net educational texts are difficult for parents to get hold of since only the rare bookseller will stock them. But where teaching or helping children to read is concerned, selling to a wider market makes sense and publishers are aware of the implications of parents' concern for their children's literacy. Some readers have always bridged the divide/educational gap, but it is particularly noticeable now how many series have an interchangeable air.

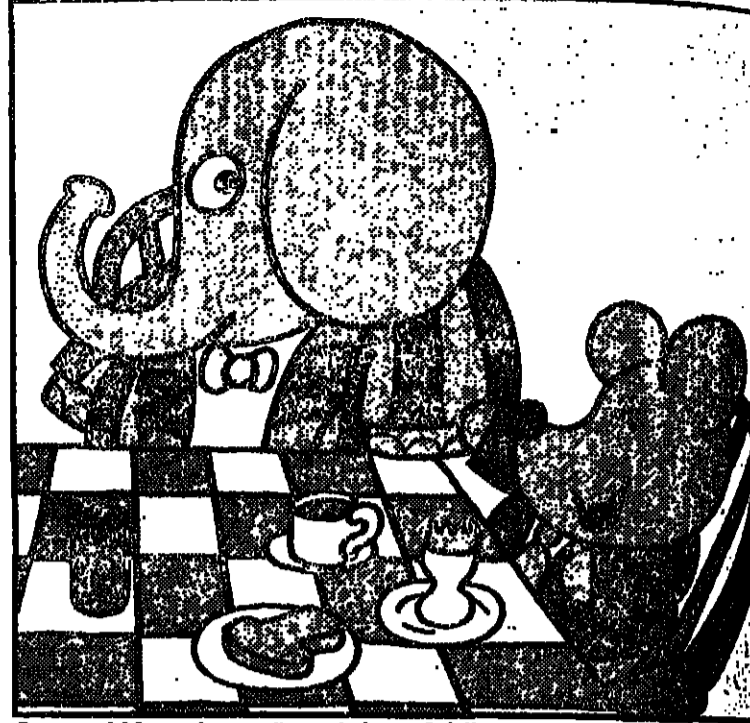
Parents who are harassed on the one hand by scares about falling standards and daunted on the other by fears of using the "wrong" method need to be offered more guidance than a numbered series. Macdonald Educational have four large glossy hardbacks so far in a series called Sounds. A First Book of Sounds looks just like a conversation ABC, but the inside cover tells parents that it uses only "pure initial sounds" and has "a carefully controlled vocabulary". To the layman, "The monster is carrying the mermaid off to his mobile mountain. A magician with his magic monkey makes a maze to muddle the monster" sounds controlled only to the brink of hysteria, but a parent cannot learn too soon that reading specialist jargon is not to be taken literally. Parents are advised in the first book not to use capital letters in writing out words for their children but to stay out of the arena on whether to use traditional letter-labels for sounds.

A Second Book of Sounds also seems to me to need more helpful guidelines for parents, beginning as it does with such digraphs as "ch" and "sh", then going on to such blends as "st" and "dr". Certainly it is better to teach consonant clusters this way round to avoid the child's trying to make the "ch" in "cheese" a blend of "c" and "h" sounds. But the juxtaposition of the two sounds represented by "th" on one double-page spread needs more justification, saying it is "helpful to distinguish between the two 'th' sounds". The third book, which has medial and final sounds, also shows "no" representing different sounds (as in "noisy" and "cook") on adjoining pages. The fourth book, "Blends and ends", is even more confusing, with the lines, "I must learn how to earn some money", he said. . . . "But first I shall have a pear for my dime" under the already ambiguous heading "earn".

These four expensive books (£1.15 and £1.25) are brashly illustrated by Tom Goffe, all to the same formula: a plethora of objects beginning or ending with the same sound litter each picture, with a line directed for logic or context. An eskimo boy, for example, trains elephants in the circus by virtue of his and their initial sound.

Still, all this is preferable to Sounds and Sense (George Philip Alexander Ltd), a series of 18 small little books (30p each), whose copyright is ascribed to Terry Hall, which illustrate initial consonants only. Bright little frogs, ducks, rhinos, etc, repeat one sentence pattern per book, thus: "I am in a boat/bus/barrel". "Can you see my toes/teeth/teeth?"

Each booklet ends with a picture of a child, little animal holding up a card with the appropriate consonant and the rubric, "Can you say the sound?". One wonders what the acceptable answer would be but in this case it seems teacher's rather than parent's problem, since these are not trade books. Not many graded series of readers are available to the general public, though some of them might usefully be, particularly if the parent knows and minds, that the school is still wearing out an old reading scheme which fails to hold the child's interest. Take Rewards, for instance, a new series of eight titles by James Webster (E. J. Arnold)



Potto and Mouse from "Potto Takes a Job."

available only non-net at 35p each. These attractive stories feature a boy and his pet monkey and combine the best of old and new formulas. The plots are comfortably predictable, with a monkey-kicking heavy, honey-eating ringmaster, folk bank raid and so on but the appearance is contemporary. The publishers give the reading age as seven to eight, with an interest age of seven to 12. If one follows the usual practice of the many children's books about a year ahead of the reader, this puts Stevo firmly in the middle school. But Stephanie Magee's illustrations subtly upgrade him in his stitched denim (worn over yellow y-fronts—Ms Magee is a stickler for detail) yet make his classroom setting very much that of the sickening-and-licking primary school.

If parents cannot buy Rewards for their middle school children they can get Words Your Children Use books for their younger siblings. Four new titles are out in this enterprising graded series (Burke Books) under the general Read for Fun heading. They are all taken from Scandinavian originals—I do not think there has been a single British author in the series so far—but the translators confine themselves to words in the vocabulary lists issued by the Leicester-shire Education Committee based on children's own writing. This batch yields two interesting titles. The Three Cars, by Per-Olaf Wikström, is a mechanized version of the three Billygoats Gruff, complete with malevolent tractor lurking under the bridge as the modern equivalent of the troll. My favourite is Alfons, a beautiful vignette of a boy's relationship with his father, in which the repeated admonition "Don't touch the saw punctuates the story in a series of humorous situations. The specialness of play with a busy adult, the responsibility of being grown up and the vulnerability of being small are all here in deft understatement. (£1.25, 60p net; 90p non net.)

It is the graded non-fiction series which most often sticks within the school walls. Evans Graded Reading (Evans Bros) has five stages loosely covering the undefined "elementary", "intermediate" and "advanced", with several books at each stage (40p-50p each). The talk about "ability" rather than all 7 to 11 year olds and grade than reading age in terms of their seven stages (from 450 words at stage 1 to 2,500 at stage 7). I repeat to say that these are available in bookshops at 35p each since the whole venture seems well guided. Far more apt a name would be Skeletons for this series. The publisher's ads rightly begin with the states "It has rightly been said that the essence of a great novel is a good story and well drawn characters." By whom? And who says they are right?

A moment's thought will give a sum of their plots—The Golden Bowl, A la Recherche du Temps Perdu, Moby Dick, for example. This last has already been done as a Squirrel, no doubt turning the village's marvellously allegorical into the sort of rip-roaring tale that Gregory Peck grimaces through on celluloid. My examples are not too adult. continued on next page

and 8 to 9. There is also a teacher's book by Jessie Reid and a guide-master workbook of detachable, reproducible sheets for follow-up assignments. The non-fiction titles, dealing as far with Animals and Man (not yet Person) each take a theme, such as Friends And Enemies or Sending Messages. Illustrate them with pictures and photographs, fill them with accurate information and sprinkle liberally with a firm ecological message. The fiction alien bears some traces of the author's having read Malory. Consequently, more than the language is simplified; characters, motivation, incidents are bewildered and rendered crudely inexplicable. Mr Rochester does not tell Jane, in the splendid scene after their aborted marriage, anything but a bit of a lie, but the certainly has a good "Ilo" and the Brennin fantasies are exciting Rider Taggarder tales. The whole series has a clear and attractive appeal, which is not the sine qua non of many expensive series of readers.

Range Readers (Oliver & Boyd 75p-95p each), is another series which mixes fiction and non-fiction, though it does a little better than the others. (Blue and Green) have recently been given a "new look" by the publishers but the content has not altered much since the original postwar editions. The formula has worn very well. Compiled by Phyllis Howdrow and the late Sir Fred Schomberg, each book contains a complete story, poems, a fable, a legend, a folk tale, a fable, a legend, a folk tale, and hints for survival in difficult situations. This pot-pourri design yields some good meaty chunks in an occasionally thin broth. The things that are often better in the early books. Count how many steps there are in this book," says the Book One. Why, on earth, do publishers give the reading ages from seven to 11 very precisely in half years for each book and are half in telling you how they arrived at them. Most educational publishers use the term without telling you whether the readability formula used was Fry, Flesch, Scholom's herring. In this case it is Scholom's.

Graded Word Reading (35p each) Longman Squire's, range of talk about "ability" rather than all 7 to 11 year olds and grade than reading age in terms of their seven stages (from 450 words at stage 1 to 2,500 at stage 7). I repeat to say that these are available in bookshops at 35p each since the whole venture seems well guided. Far more apt a name would be Skeletons for this series. The publisher's ads rightly begin with the states "It has rightly been said that the essence of a great novel is a good story and well drawn characters." By whom? And who says they are right?

A moment's thought will give a sum of their plots—The Golden Bowl, A la Recherche du Temps Perdu, Moby Dick, for example. This last has already been done as a Squirrel, no doubt turning the village's marvellously allegorical into the sort of rip-roaring tale that Gregory Peck grimaces through on celluloid. My examples are not too adult. continued on next page

Do teachers cuddle?

Marion Glastonbury on Leila Berg's new book

Reading and Loving. By Leila Berg. Routledge and Kegan Paul £2.75. 0 7100 8475 7.

"My Aunt Jo got married last Saturday—it was nice. My Gran said to cry—me grandad said you never cry when you got married you was glad to get away from one. Why don't you think she's the same."

Leila Berg's new book is full of voices like this, noted down in London classrooms, overheard in clinics, buses, and trains, bookshops and high-rise flats. Together they have a sort of garrulous poetry that recalls and updates Shelley's definition of the best and the happiest moments of the happiest and best minds."

Leila Berg evokes them to substantiate her claim that reading is

based on reciprocity. The baby talks, and the child reads and writes when the intense impulse to communicate is welcomed and responded to. Literacy follows naturally from belief in yourself, joy in each other, and confidence in dialogue. These are offered to some children, denied to others. There's an ironic significance in the term "Received Pronunciation" applied to English speech, since it is indeed well received as the lingua franca of the educator, broadcast the news or complain to the manager. You may raise your voice if you are an R.P. speaker; if not, pipe down. It's a record of the best and the happiest moments of the happiest and best minds."

Leila Berg evokes them to substantiate her claim that reading is



An illustration from "Grandad's Clock", a new Nipper.

with no indication other than the squirrel's complexion of what mayhem has been committed on the body of the text. This is actually calling bread and I am surprised that it does not contravene the Trade Description Act. The four latest Hummingbirds (Hart-Davis Educational 35p each) by Sheila McCullagh are at least the real thing. It is a pity that they do not come up to the beautiful McCullagh's stories are as fertile and fluently readable as ever. Plenty of fairytale stereotypes in them: the wicked uncle, the wise grand-mother, the cloak of invisibility—out magical intervention. Mrs Blue-berwick Greenish village where all the characters have names like the life occurs in six picture-books by Steve Gibbons (Wheaton) about Lumpy the Baby Elephant. These are, incidentally, also bridge the home-school gap at 45p non-net and 55p as not hardbacks. There is little

that gives rise to them. Leila Berg points out that reading is made difficult for many children because the language of the school is not the vernacular, nor is acceptable to their experience. The headteachers who first sampled the Nipper series hardly knew which shocked them most: the depiction of a washing line hung over the stairs, the reference to an appalling use of the accusative with the verb To Be—"It's me". Often the teachers agreed that the same sentiments, language and moral values were to be found in their district; God forbid that they should be acknowledged: "Let us not descend completely to the gutter."

In this context, snobbery calls itself discrimination and rejection considers itself refined. The book and bad marks, not for school-work, but for lives. Leila Berg writes as if the reader had said: "Don't tell me; show me." This autobiographical method

text and Caroline Sharpe's illustrations are very pleasing. Lumpy the village's pet elephant, a baby one, essentially lovable but inclined to be carried away by his enthusiasms. The stories all seem to end in his being rewarded with currant-buns from the village bakery. But if the social background of the individual illustrations do not always come up to the beautiful McCullagh's stories are as fertile and fluently readable as ever. Plenty of fairytale stereotypes in them: the wicked uncle, the wise grand-mother, the cloak of invisibility—out magical intervention. Mrs Blue-berwick Greenish village where all the characters have names like the life occurs in six picture-books by Steve Gibbons (Wheaton) about Lumpy the Baby Elephant. These are, incidentally, also bridge the home-school gap at 45p non-net and 55p as not hardbacks. There is little

has several pitfalls; most are successfully avoided most of the time. It is slow; a flash of recognition which could be instantaneously captured on film, takes a lot of words to relate.

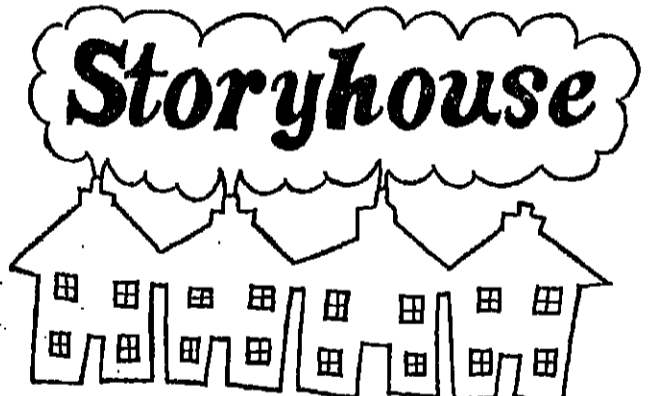
It may be smug, displaying a sensitive soul surrounded by dots and prudes. But Leila Berg's insights are not narcissistic; they reveal and celebrate others. It may be sentimental; the title alone will have some readers squirming with embarrassment. One chapter heading asks "Do Teachers Cuddle?" at a time when reading skills are often marketed as if they could be plucked into children like washing machines. The apparatus includes Power Builders, flow diagrams and continuous assessment; the aim is mass installation.

The prevailing taboo on tenderness, in Ian Suttie's phrase, is likely to be intensified during the current campaign to squeeze standards out of us by tightened grandmothers who have much to say to anyone in authority who "will not see, because she doth not feel".

end. At 80p a throw (paperback) for 32 unnumbered pages these books seem rather expensive. Some pages have no text at all, being completely filled by Hargrove's large blocks of primary colours and hard black outlines. Still, the characters are easily distinguished and recognizable and it does make a change to have a non-nuclear family.

The trend in children's readers seems to be for the old established series to remain within educational confines while the newer ones branch out to meet the growing out-of-school market. But there is still plenty of scope for enterprising publishers to produce graded series, with clear, jargon-free advice for parents, an explanation of what is meant by reading age and a frank admission of the lack of a totally satisfactory formula for gauging it. Such series could also benefit from the graphic and illustrative talent usually lavished on trade children's books and from recent legibility studies to provide appropriate type-face, line-length and spacing. Who knows, the distinction between net and non-net in the reading field might rightly become a thing of the past.

OXFORD educational



David Jackson and Dennis Pepper

"If you have only the last of your allocation money, buy these. For here are editors who understand both the nature of narrative and the kind of material that turns children who can read into readers." *The School Librarian*

"These four books ought to cause a stir in any place that has to do with the middle years of schooling, because they are very good indeed, each one a house of coloured treasure." *Times Educational Supplement*

The Yellow Storyhouse, The Red Storyhouse, The Blue Storyhouse, The Green Storyhouse. Each 96 pages, illustrated in colour and black and white, £0.95

Provide the whole class with books and save money with O.U.P. Save on a Set. Each of the books is available in packs of 15 copies at only £12.95.

Teacher's Book 80 pages, £0.95
Storytape 1 and 2 C90 cassettes, each £2.95 + VAT
Storystreet 1 and 2 two hardback volumes, each £2.95 net

Oxford Junior Workbooks 1-8 sold over 500,000 copies last year

In response to teacher demand following the huge success of these books, here are four new books of exercises, games and puzzles to encourage children in the early stages of mastering reading, writing and numeracy skills.

Oxford Junior Workbooks 1a-4a

Stephen Jackson

- the vital reinforcement material that so many children need
- lots of fun for young children
- self-contained format to encourage persistence and success
- attractive design, lively illustrations, bright clearly laid out pages
- minimum supervision necessary
- repetition skillfully disguised by introducing ideas in a variety of contexts

Oxford Junior Workbooks 1a: 019 838009 7
2a 019 838010 0
3a 019 838011 9
4a 019 838012 7

Please send me inspection copies of

- Oxford Junior Workbooks 1a-4a
- The Yellow Storyhouse
- The Blue Storyhouse
- Oxford Junior Workbooks 1-8
- The Red Storyhouse
- The Green Storyhouse

Name
Address

Oxford University Press
Educational Division
Walton Street
Oxford OX2 8DP

"I do and I understand"

John Hersee on teaching mathematics

Teaching Mathematics to Young Children, by Denis Thyer and John Maggs. Holt, Rinehart and Winston £2.75. 03 91020 7.

Foundations of Maths in the Infant School, by Joy Taylor. Unwin Educational Books £5.25. 04 372014 5.

Although five years separate the publication of these two books (the first is now reprinted), there are many similarities and links between them, and they appear at an interesting moment in the "Great Debate" for those concerned with the teaching of mathematics. It is salutary to be reminded that the teacher at this stage ("she", not "he") is not a mathematics specialist, yet is responsible for the learning of the basic ideas on which the child's future mathematics all depends, and that the basic mathematics which an adult needs for everyday living is almost all encountered in the infant school. Books that will help teachers in their work with young children are to be welcomed.

Both books quote with approval "I do and I understand"; both insist that there is more to be said. The teacher's task is to direct the child's work and to ensure that the understanding is reinforced with suitable practice. They agree that a variety of teaching styles should be used—class teaching, small group explanations, work cards—since children learn in different ways, and different topics, or different stages in a topic, are best treated in an appropriate manner.

Joy Taylor begins with four brief chapters surveying the theoretical background with reference to Piaget, Dienes, Lovell and others, following up with a summary pointing out the practical implications. References are provided so that the reader can extend this background. Most of the rest of the book develops a teaching programme for the infant school with suggestions for approaches, materials and apparatus. The author emphasizes that the

sequential nature of mathematics must always be borne in mind and that each activity must have a clear mathematical purpose. The difficulties and development of topics are discussed for example, the stages through which the child must be led to use with understanding "+", "=" and "-" signs. Altogether, a wide range of mathematical ideas is covered, with the emphasis on "number" and less attention to geometrical ideas. A teacher will find many helpful ideas, but will certainly need to supplement them from other sources; one such source might well be Thyer and Maggs.

Here is a considerable collection of ideas and quite detailed suggestions from which a teacher can build up lessons and materials. Number work as such is not covered, but the book presents a development of perhaps everything else that might be included in syllabuses for infant and lower junior schools. For each topic there is a general scheme of development followed by a large number of examples and activities through which the teacher can present the work. Any teacher at this stage, by reference to the appropriate section, will find suggestions in sufficient detail, which she can easily translate into classroom use.

Two points merit comment. While the reader is reminded that a litre is about 1 1/3 pints, all the pupils' work is in metric units, and I wonder how the children cope with measures at school different from those in use at home and in the shops. It is also suggested that the idea of a "mass" should be introduced at this stage; although the scheme, which the authors agree involves difficulties, is no doubt based on experience in the classroom, I wonder whether it is viable, even in an age when space travel is making the idea of weightlessness more familiar.

It is interesting that in neither book is there any discussion of assessment and the recording of progress. Even at these early stages some help with these essential tasks would be valuable, especially in the light of the wide range of development likely to be found in a class. Perhaps even more noticeable is the omission of any consideration of the "balance" of

the curriculum and the relative emphases in importance and so to be given to the various themes. The teacher's judgment here is crucial and it is surely this "balance" which is at the root of the "Great Debate".

I am left wondering who will use these books, which have much to offer the infant teacher and the many other calls upon his time, teachers will be able to get little more than dip into them, but they could be very valuable as sources for in-service training as it is here that I would hope to see teachers working from them to develop work for their classrooms.



In "Shadow Shapes" by Daphne Hayward. Trivert, with illustrations by Henry Roth (Black £1.50). Principles are demonstrated clearly and in colour. There are numerous suggestions for simple experiments like the one shown here. A companion volume, "Arcs", by Stefanus Struik, is available in the same Young Mathematician series.

Counting on improvement

Keith Stapylton

Mathematics for Schools, Edited by H. Fletcher and A. Howell. Level Two. Split Duplicator Masters. Four Books. Addison-Wesley £5.00 each book.

Practice in Number, Books One and Two. By P. W. Cordin. Macmillan Education £4.95 each. Summing Up. By W. H. Ross. E. J. Arnold £9.20.

Network, Wave Three. Hutchinson. Various prices from 25p to £1.25.

Users of *Mathematics for Schools* will find these spirit duplicator masters a useful addition to the materials already available in this primary mathematics series. Each pad consists of 24 masters, designed to consolidate the work in the children's books, and to provide number lines, charts, matrices and so on for the various exercises in them. Since some of these exercises are similar to those in the work books, and others are more original in format, they are not an alternative to the work books, which some schools must be finding expensive to use. When the Teachers' Resource Books published in the series are the main directive force for children and teachers alike, *Mathematics for Schools* produces excellent results, and these work sheets offer a complement not an alternative.

While these sheets are only really usable with the parent series, *Practice in Number* offers 24 sheets (two units per sheet) in each book. They are designed to offer additional number practice for pupils working through any junior or middle school mathematics course. The exercises can be used separately to deal with individual difficulties, sequentially in sets for revision, or for testing. Answers are provided at the end of the pad.

Unfortunately some outdated forms are used, such as the continued placing of the decimal point halfway above the line, and use of decimeters. Cross-references to the series *Number in Mathematics* are made, but it is a little difficult to see what advantage these sheets offer over text books or work cards, especially as they are likely to prove more expensive in use.

On the other hand, the 64 sheets of *Summing Up* offer far more of a work-book format, such as filling in charts and diagrams. These would be difficult to copy from textbooks. This set is designed to consolidate basic number work for infants, whichever series or scheme is used. The sections include the four rules of number, fractions, graphs and summing up. There is some gradation within each section.

The only difficulty with this group is that results obtained on spirit duplicators are not particularly attractive.

Network is a new cooperative venture, produced for mixed-ability classes of middle schools. The aim was to involve teachers more closely in the production of classroom material, and to allow for modification and development. It is too early to say whether the latter aim will be fulfilled, but any purchaser becomes a "leapfrog group" member and can suggest innovations and changes. Sixteen page "Action" books are based on themes—"Bands", "Orders", "Prints", "Chance", "Folds", "Animations", "Cubes" and "Cubes"—aimed at encouraging mathematical exploration. "Link" books of 64 pages are anthologies of pictures and diagrams, titled "Link" and "Leads" which should produce far more than purely mathematics results: history, creative writing, science and work are certainly possible points of departure from the books' starting point. The three disposable workbooks offer an interesting wordless mathematical doodling. As with all elements of the package, discussion and some structuring of the material followed, would be necessary. These are provided over the package, mathematical literacy should be greatly decreased by this venture.

Wildlife

The Magnifying Glass, by Astrid Bergman Sucksdorff. A and C. Black £2.75. 0 7136 1704 7.

Beaver Year, by Irene Brady. Macdonald and Jane's £2.50. 0 354 08003 2.

These two introductions to natural history use simple stories and plenty of illustrations. *The Magnifying Glass* opens with Karl, a young Swedish city boy, who goes to spend a country holiday with his grandfather. He finds a magnifying glass and uses it to observe the wildlife around him. Birds, small mammals, insects and flowers all wait to be discovered, and careful grandpa intervenes with explanations and advice.

The text is clear and makes no attempt to force interest by fussy plot or cosy details. The limpid presentation holds our interest through the interest of the subject-matter as observed by an intelligent boy. We see with Karl's eager eyes and share his new delight and wonder in the natural world. Francesca Greenoak's rendering is fluent and idiomatic despite some small slips.

The colour photographs of Karl and his grandpa, and of what the magnifying glass reveals are exact, accurate and quite wonderfully vivid. Perhaps the finest are the rare orchids and spider's web, still fresh with dew. By the end Karl has permanently increased his powers of observation and interest in wildlife, and he has also learnt some good tips on conservation.

Year uses no human characters to tell the story of a year in a beaver's life. Castles is born in May, and at first everything is new and startling. Slowly she finds her way round, learning to swim, groom herself and build. By the end of the year she is ready to start her own independent family.

Irene Brady's own faithful, patient observation underpins this book at every point. Her black and white illustrations are exact and gracefully stylized. Those who know the author's *A mouse named Mis* and *Outlet* will need no encouragement to look at this.

Stephen Barber

Within the complex edifice

Joan Tamburrini on Piaget

Piaget, Education and Teaching, by D. W. McNally. The Harvester Press £2.95. 904025 04 7.

Piaget and his School, Edited by Barbel Inhelder and Harold H. Chippman. Springer-Verlag 387 07248 9.

Piaget, Psychology and Education, Edited by Ved F. Varma and Phillip Williams. Hodder and Stoughton £7.50. 340 20918 6.

A superficial knowledge of Piaget's theory can be dangerous. Teachers are probably better acquainted with the description of the stages of development than they are with the theoretical constructs with which Piaget seeks to explain development. While an ability to recognize stages of development is necessary to any successful attempt to base educational practice on Piagetian theory, it is not sufficient. Teachers also need to understand the interrelated explanatory concepts in Piaget's highly complex theoretical edifice.

There are two traps which a teacher may fall into if he knows the characteristics of the stages of development but does not understand these theoretical concepts. The first trap is that of assuming the acquisition of concepts to be purely a maturational process. The teacher who falls into this trap believes that, having diagnosed that a pupil does not have a certain concept, he can do little but wait for "readiness" to occur. The second trap is to assume that the particular acquire the concept in question from a didactic visual or verbal presentation. An understanding of Piaget's account of how development takes place can help teachers avoid these traps.

Piaget, Education and Teaching is one of the few introductory texts on Piaget to give a comprehensive account of the explanatory concepts in his theory as well as to describe stages of development. In the first half of the book Piaget's concep-

tions of "knowledge" and of "operational intelligence" are thoroughly explored and their relationships to "learning", "memory" and "language" are discussed. McNally presents the theory in simple terms and his liberal use of examples from experiment, and tests and from pupils' classroom responses should be particularly helpful to students engaged in an initial study of Piaget's ideas.

The second half of the book begins by identifying the implications of Piaget's theory for education in general and then goes on to examine particular aspects of the curriculum. McNally suggests that the theory supports the "experientialist" view of education in the tradition of Dewey and Kilpatrick. Taken to its logical conclusion, he claims, the theory implies an "integrated day" and he describes an "integrated" scheme operating with the fifth and sixth grades in a primary school in New South Wales. It should be remembered that the "integrated day" refers to nothing more than a particular form of organization of the timetable, and a variety of educational practices may be pursued within it. According to McNally the "integrated day" is rare in Australian schools.

In this country where it is much more common it embraces a diversity of practices ranging from the non-intervening approach of the development to be a purely maturational process to a traditional didactic approach. Fortunately McNally spells out in detail the particular sorts of practices within an "integrated day" which are implied by Piaget's theory, and further elaboration is involved in his concluding chapters on the implications for the teaching of mathematics, social studies, science and language.

Piaget and his School deals only with the explanation of the formative processes in development and not with a description of the stages. A thorough understanding of the latter is a prerequisite to under-

standing the papers in this set of readings. It is not an introductory text but is more suited to advanced students such as teachers reading for a higher degree or an advanced diploma.

The first section of the book is concerned with "Theoretical Aspects". Here, in a paper which is particularly pertinent, Piaget attacks the empiricist conception underlying the work of experimental psychologists in the behaviourist tradition that knowledge is acquired as a copy of reality. His alternative conception of knowledge as a construction of reality is presented together with an account of memory in the development of memory in children which support this view. A later paper by Inhelder gives a work on memory and its implications.

The behaviourist tradition is in part responsible for the fact that for some years sections on imagery in psychology textbooks were either thin or non-existent. In the name of experimental rigour it was an avoided topic. Piaget's work on imagery has helped to restore it to a position of importance for students of developmental psychology. Together with the investigations of memory it supports and elaborates the constructivist conception of knowledge.

Section two of the book, "Experimental and Cognitive Development" includes an account of imagery. This important work on imagery. Other papers in this section, for example on the sensori-motor role of representation in development, provide further elaboration of Piagetian theory. It is unlikely that students who make a thorough study of these papers would conceive developmental matter or that they would adopt over-didactic practices which stem from a conception of knowledge as a copy of reality.

The remaining sections deal with the development of language, psychopathology and cross-cultural

research. In spite of this diversity the book has a coherence which results from the common theoretical approach of the various contributors.

By contrast the other set of readings, *Piaget, Psychology and Education*, lacks a unified theoretical approach. This is inevitable as the papers cover a broader spectrum of issues. Some of them, such as Lovell's paper on Moral Development and Peet's on Adolescent Thought are clearly written within the Piagetian theoretical framework. In others, such as Vernon's paper on Environment and Intelligence and a paper by Chazan and Cox on Language Programmes for Disadvantaged Children, any links with Piaget's theory are tenuous. Nevertheless, this book should be of considerable value in providing students with up to date accounts of theory and experiment in a number of areas of central importance in educational psychology. It could be a useful text on BEd courses.

Machinery

How Machines Work, By Phyllis Ladyman. Hodder and Stoughton £2.10. 340 20418 8.

This is a short explanatory catalogue of machinery which looks behind the casing and demonstrates how the same simple mechanics underlying the construction of a variety of mechanisms ranging from the humble tin-opener to the hovercraft. In 30 large format pages over 80 two-colour cut-away diagrams illustrate into a simply worded text machines are built up from the same basic forms such as the lever and the inclined plane. They are then explained in practical and non-technical terms. The book is free from gimmicks and the diagrams are cluttered and the examples are all chosen from everyday life.

Peter Huw Morgan

LADYBIRDS

ARE IN...
INFORMATIVE
INTERESTING
INVALUABLE
and
INCREDIBLY
INEXPENSIVE

More than 400 titles
all at only 24p each

If you would like details of all the other exciting Ladybirds write your name and address below, cut out this coupon and return it to the publishers for a FREE list.

Name _____
Address _____



LADYBIRD BOOKS LTD
P.O. BOX 12, BECHES ROAD
LOUGHBOROUGH, LEICESTERSHIRE

TES

SMP 7-13

A structured mathematics course for children from 7 to 13.

Designed to develop mathematical concepts and skills in an interesting and enjoyable way. Written by teachers and tested extensively in schools throughout the country. Consists mainly of workcards. Suitable for all types of classroom organisation. Carefully thought-out progression covering number, shape and measurement. Links up with SMP's secondary course, now the most widely used.

Units 1 and 2 for 7 to 9 year-old children will be published in Spring 1977.
Unit 3 will be published in 1978.
The remaining Units are to be published in 1979 and 1980.

POLE STAR

A new series of small books for children from about 7 to 10. The books are attractive to look at and to read. The text is clearly printed, and there are full colour illustrations on every page. Children will enjoy the simple stories about *The Bear*, *The Fly*, *The Camel* and *The Leopard*, and as they read, will learn a lot about animals and their environment from the accurate information carefully and unobtrusively worked into the text.

An international co-production with the educational publishers Malmberg B.V. of the Netherlands.

Now published
The Beaver
The Fly
The Camel
The Leopard
English texts by BARBARA BENSON Each book £0.45

Three new primary school series from Cambridge

History First

General Editor TOM CORFEE

A new, colourful and practical series for children in junior, middle and lower secondary schools. The series consists of units, each centered round the story of a famous person. From this point the pupil is helped to discover more about different aspects of the period, such as places, events, costume, housing, transport. Each unit comprises a class pack containing three twelve-page story booklets, a class pack containing three four-page work cards, and helpful teacher's notes, a wall picture to provide a useful means of introducing the topic in the classroom; and duplicator masters to make extra copies of the work-card drawings. Each story booklet can also be bought separately.

Samuel Pepys by TOM CORFEE
Montezuma by DON LINCOLN
Available now
Class Packs £2.75 each; Wall Pictures £0.80 + VAT in UK each
Availability
Spirit Duplicator Masters £3.00 each set; Story Booklets £0.45 each
Forthcoming
Leonardo da Vinci by DORREN TYNAN
Alfred the Great by JOHN PELLING
Augustus by IAN ANDREWS

For inspection copies, further information and a complete catalogue of primary and middle school books please write to
CAMBRIDGE UNIVERSITY PRESS
P.O. Box 92, London NW1 2DB

The grammarian's funeral?

Ralph Lavender on English teaching

It must be a matter of despair for some teachers that however much the children perform exercises on the difference between "two" and "to" and "too" or exercises on fullstops and speech marks, they still do not get them correct in their own writing. There is now enough research available to us suggesting that formal grammar exercises do not enable children to write with greater grammatical correctness; some of the research actually suggests that these exercises make children less able to write correctly and of course, grammatical "rules" are not invariable or unchanging. The Bullock Report concluded that "there was no effective correspondence between high scores in the grammar test and improvement in writing". So it is staggering to find that out of the 12 groups of books read for this review, half of them are course books which rely heavily on exercises concerned about proper sentence formation, punctuation, plurals, feminine forms, reported and direct speech, parts of speech, verb tenses and so on. Why do publishers choose to go on publishing them? Why do teachers choose to go on buying them? The children, naturally, have no choice; they just have to get on with it. What is the total time spent during one day by all the schoolchildren in the land copying out sentences and filling in the blanks from a given list of words? Are they made to do it in order to keep them occupied? Or quiet? Or are they really learning something?

Initially, English for Primary Schools by W. P. Cloward (Nelson 65p and 70p) is meant "to reflect the predominantly oral character of the work of the Infant's School... But the burden is unmistakably on spelling and writing. Children are told that "capital letters work very hard"; there are questions on poems that ignore almost totally their quality as poems; there is a stunningly poor version of the Grimms' "The Elves and the Shoemaker". The notes addressed to the teacher are revealing. In book two we are informed that "the basis of all good English, whether spoken or written, is the sentence. Mastery of the sentence is essential for fluent speech and accurate writing". Is it? Isn't having something to say of any importance? Where children are to learn how to address envelopes and write letters, they have to draw an envelope. Why not write some real letters? In book three, it is the difficulties of the average child the author has in mind, rather than any of his abilities. Book four relies on passages from well-known children's books. Worms must have learned to know authors' graves by now; they are the ones where the bodies have turned most often, in protest against the comprehension questions people put about what they wrote. Children are told that "it is essential to follow the rules in speaking and writing, and everyone can learn and remember them if they work hard". It is even a moral matter to be linguistically obedient.

There are some better things in Skills in English 3-4, by Kenneth Thompson (Cassell 90p each); besides the passages for comprehension, the use of reference books from the school library is encouraged, criticism of newspaper and television advertisements—and there is a long piece about tape editing, so that children can produce a class or school magazine in sound. Patterns of English 1-2, by Hugh

Fraser and Jessie Ball (Longman 60p each) is based on the assumption that talking is learned by initiation, but not writing. Both parts of this statement are questionable. These books are more gently done.

The Oxford Junior Workbooks, by Stephen Jackson (OUP 25p each), are designed as extension and reinforcement of existing books for reading ages up to six-and-a-half and give practice in letter and word recognition, handwriting, number concepts and hand-eye coordination. There is a great deal of colouring and mapping to be done between one-to-six red-green-brown-orange-yellow-blue cats-dogs-eggs-apples-houses-buses-cups. Later on, there is a purple girl and an orange boy; it is impossible to say why a child should care whether or not the yellow cow is falling. By book four A, however, some of the puzzles have become more interesting.

Activity Words, by Andrew Bergus, Book 5 (Pulton £1.60), Words Around You by Kenneth Agar (Cassell 80p each) and Words for Topics (Macmillan 42p each) try to help children with the skills needed for the ubiquitous project books they make, such as "My Book of Ships", which can be a trap of what projects should be. A second of these three groups of books has a short text at the opening, a list of appropriate words, some questions and suggestions about practical and research work. Each book is centred on a series of words with labelled objects on the "four needs, or the Living Well, like starters' disease. Sometimes the effort is confused by the labels, notices anyway, such as "use dipped headlights" and "labels are not always legible" label "seat" on an aeroplane?

Sheila McCullagh's workbooks to go with her popular reading scheme One, Two Three and Away (Hart-Davis 16p each). They are matched to the reading books, and need to be used in conjunction with the manual. They contain plenty of reading material, as well as practical suggestions: stick puppets to make the people talk to each other concerning books and television dictionaries, and hold a similitude between the sea of words as well as their beginnings. The teacher is enjoined to discuss the story characters with children so they understand that reading means bringing something to a text. No help is given with letter formation, and unscrambling jumbled sentences seems rather unnecessary in the context of the rest of the material. But the drawings by Eccles are a customary delight.

Like something dazzling from the dark comus Pictures and Conventions by Nora Wilkinson (Ward Lock £4.45 each). The pictures produced by a master ready for a spirit duplicator. Teachers' notes show how they have been designed as stimulus material for the development of children's language through talking, writing, drawing, building role-playing and problem-solving for experimenting in drama, sculpture, rhythm and music; for exploring colour, texture, shape, size; and for stimulating language of feeling and preference. The books originated from a research project, financed by the Leverhulme Trust, into the needs of children during the last few years of schooling. Language is seen as a modifier of emotion facilitating social development. The introduction speaks of "the incoherence of presenting children with vocabulary and grammatical patterns unless they provide a vehicle for what they themselves feel and think and would really like to say".

There is a sense here of what it is like to a child to be alive in the world. Some of the pictures have art, acting as a sort of Greek chorus or "the bit of old blanket" that is no such sense present in Round English by R. Ridout and Hoole (Longman 90p each). The books contain puzzles like verbal reasoning test questions, short passages with comprehension questions, vocabulary and grammar exercises and things to finish off. Which book of the four contains the most questions is a moot point. It should be surprising, however, if a child meeting such a denuded language environment, were to conclude that language is a game, a competition between him and the man who wrote the book, to see who can catch whom.

There is at least one quite unadaptable message, too. When the mice away, the mice will play. The message of this is that, when the teacher is out of the room, the pupils play games, and the workers slack away, the boss is away. It is surprising when grammar and spelling material. It is small not to use so many children learn wrong. The lock Report thought that project schools offend more than secondary schools in the unthinking use of such books, and that "in many classrooms may rely on them in a meaningless way and to a surprising extent. This is a factor Neville, next may have or riddled. It would deny that children do know the accepted grammar forms of the written language. Some such material as this gives useful insights and enable them to generate language? That is the question to be answered. In a sense,

Instead of alchemy

Henry Pluckrose on teaching theory

Learning in the Primary School. By Gordon Rae and W. N. McPhillimy. Hodder and Stoughton £3.25, 340 210370. £1.50, 210389.

Task of the Teacher in the Primary School. By Lorna Ridgway. Ward Lock Educational £5.95, 7062 3441 3. £3.25, 3442 1.

A Handbook of Resources for Primary Schools. By Michael Pollard. Ward Lock Educational £1.35, 7062 3503 7.

The Great Debate drags on. Freedom, discipline, structured learning, discovery method, parental participation, the role of the inspectorate, teaching styles are all issues which, over the past few months, have occupied considerable space in the popular press. Newsworthy these topics may be, but deep down, I suspect, most editors would rather feature a bank raid in Mitcham or a sudden death in Ipswich than a learned article on literacy in Southall. Disenchantment (or sheer boredom) with education, however, has not been caused by the press. To the lay onlooker, educationists must sometimes appear as wild dogs who ferociously snap in every direction whenever one of their number barks. There seems no agreement, no consensus, no way ahead. For every "expert" who argues for one approach 20 others, equally well qualified, spring up to suggest that 20 (or more) other ways would be far more appropriate, effective and economically viable.

Learning in the Primary School and Task of the Teacher clearly illustrate this curious phenomenon. The authors of both books agree that educational principles have to be translated into effective educational action. At this point all similarity ends.

The subheading of the book by Gordon Rae and W. McPhillimy is "a systematic approach". Teaching is an art, but improve the craftsmanship is its central thesis. "First the teacher will decide what she wants to achieve, second she will take action to achieve it and then she will check to see whether it has been achieved". If, of course, education in a complex industrial society could be reduced to this basic level there would be no problems in preparing young people for adulthood. Draw up a checklist and advance. But would the young mind, machine-like and unaffected by outside influence of home and community, react to this zombie-like servicing? I doubt it. The problems we are facing in society are not going to be eased by teachers applying (and I quote) Bloom's Taxonomy (simplified version) or by being able to fall back on Ausubel's theory of forgetting when their teaching seems to have failed. This is not to deny that psychology has a significant part to play in the professional training of teachers, but psychology will no more prevent classroom failure than regular servicing will prevent our car breaking down in the middle of a journey.

Lorna Ridgway's book, on the other hand, has a warm humanity that Learning in the Primary School lacks. It is a book, as she explains, "about what Primary teachers do. It is a two-dimensional, lacking the most significant situational dynamic—the pupil. Action is three dimensional, involving teacher and taught with the corpus of knowledge and 'teaching theory'." Teaching involves continual considered adjustment, not just to one child but to all the individuals that make up the class. It has a multi-dimensional aspect that we have, perhaps, too long ignored. Lorna Ridgway sees the task of the teacher as embracing four main areas: teacher as learner, teacher as learning organization and management and the school's role within the community. It is a book for students and teachers and should be compulsory reading for all who regard modern methods as a soft option for lazy teachers.

In comparison with the two books discussed above, Handbook of Resources is a lightweight potpourri. Michael Pollard, an educational journalist of considerable

Learning from lemonade

How to Turn Lemonade into Money. By Louise Armstrong. Illustrated by Bill Busso. Harcourt Brace Jovanovich £3.30, 15 237250 4. £1.15, 15 237251 2.

This little book uses the example of a girl setting up a stall from which she sells lemonade to explain some basic economic terms. All are micro-economic, as they relate to the working of her firm, and to her relationships with customers, employee and competitor.

The definitions are clear and correct, and vividly illustrated by lively cartoons. (For a long time, whenever I hear of "talks breaking down" I will imagine an angry employee pouring lemonade over his startled employer's head.) The working of supply and demand in the labour and final goods markets are explained simply but completely without falsification; for these few pages alone the book deserves high praise.

My one reservation is that when the book deals with the firm's closing-down it introduces terms, such as "liquidation of assets", which are not to be worth explaining at this level. Nevertheless, I would recommend the book highly. It is an excellent introduction to economics for seven to 14 year olds, and many older readers will also learn from it.

Geoffrey Wood

In the field

Let's Investigate Wild Flowers. Let's Investigate Insects. Let's Investigate Birds. By Susan Blackford. Blackie 75p each.

These three books, all soft bound, are well produced and attractively illustrated. The 32 pages of each are printed in two colours; black for short informative paragraphs, and red for questions and things to do. The latter include a wide range of activities from a simple field or reference book study to making drawings, poems, collections of specimens or making models in felt. Each book could be used by an enthusiastic teacher as a starting point for open-ended projects covering a wide range of subjects in school. They are all suitable for juniors of seven to 10 years old.

Enrold W. Appleton

Building a future for our children...

At each stage of learning another block locks into place, providing our children with the skills that build the solid foundation SO important for their future.

<p>Reading to Some Purpose P. Flowerdew and R. Ridout</p> <p>A very popular series which provides a wide variety of material to help children between the ages of 7 and 12+ to read intelligently, and to use their reading ability to good purpose in adult life.</p> <p>Books 1 & 2 40p each Books 3 & 4 45p each Books 5-7 80p each</p>	<p>Reading on P. Flowerdew and S. Stewart</p> <p>Four attractive readers which have been carefully graded and which follow on from the Wide Range readers.</p> <p>Red Books 1 & 2 95p each Yellow Books 1 & 2 95p each</p>	<p>More Interest P. Flowerdew</p> <p>A new complementary series to the widely acclaimed New Interest readers. There is one book for each year in the Junior School and all have fresh and attractive colour illustrations.</p> <p>Books 1 & 2 75p each approx. In prep. for June 1977 Books 3 & 4 75p each approx. In prep. for Autumn 1977</p> <p>More Interest Extras P. Flowerdew</p> <p>Four compact "find-out" books to accompany the More Interest readers. Books 1-4 35p each approx. in preparation for late 1977</p>	<p>New Interest P. Flowerdew</p> <p>These delightful books provide a wide variety of true stories, specially chosen to arouse the child's curiosity about the world around him.</p> <p>Books 1-4 70p each</p> <p>New Interest Activities P. Flowerdew</p> <p>These lively follow-up books contain a wide variety of comprehension exercises and suggestions for further activities based on the stories from New Interest.</p> <p>Books 1-4 35p each</p>	
<p>'New Look' Wide Range F. J. Schonell and P. Flowerdew</p> <p>Completely updated and re-illustrated whilst retaining all of the admirable features which have made Wide Range so successful and popular with teachers and pupils alike.</p> <p>Full details of Happy Venture, Dominoes and Wide Range may be obtained from our 1977 Primary and Middle School catalogue.</p>	<p>Passwords J. Rose and P. Young</p> <p>Together these four books represent a carefully structured programme of language development, providing a wealth of stimuli in the form of games, riddles, photographs and illustrations, stories and practice in using spoken and written language.</p> <p>Books 1 & 2 75p each Books 3 & 4 85p each</p> <p>Passwords Approach Book P. Young and J. Young</p> <p>The widespread popularity of Passwords 1-4 led to many requests for a similar book at a lower level. The result is Passwords Approach which retains the successful style and appearance of the series but has a simpler content and uses a larger print.</p> <p>In preparation for March 1977 75p</p>	<p>Oliver & Boyd Croythorn House, 23 Ravelston Terrace, Edinburgh EH4 3TJ.</p> <p>A Division of Longman Group Ltd.</p> <h1 style="font-size: 2em; margin: 0;">O&B</h1>		
<p>Happy Venture F. J. Schonell, I. Serjeant and P. Flowerdew</p> <p>A soundly based and well-tried reading scheme which carefully fosters the child's abilities as they develop and encourages, at each level, individual observation and study.</p>	<p>Dominoes D. Glynn</p> <p>Quoted as "an outstandingly successful series", the core material comprises 8 readers in each of six stages, with a wealth of helpful ancillary material and "an admirably clear and concise" teacher's guide.</p>	<p>Key Maths</p> <p>An exciting new mathematics scheme from the versatile pen of A. L. GRIFFITHS</p> <p>The author is an internationally recognised authority in the field of primary mathematics and from his wide experience has developed this major mathematics scheme for the 5 to 13 age range. Level 1 consisting of seven workbooks, covers the Infant classes. Topics covered in detail are: Shape and Size, Number, Money, Length, Weight, Capacity and Time.</p> <p>Level 2 will cover the 7-13 age range in a series of textbooks.</p> <p>Level 1 Workbooks 1 & 2 25p each Workbooks 3-7 35p each</p> <p>For full details ask for our Key Maths brochure.</p>	<p>Basic Mathematics A. L. Griffiths</p> <p>A highly recommended mathematics scheme used by Primary teachers throughout the country.</p> <p>Books 1-5 95p each Answer Books 1-5 35p each</p> <p>Basic Mathematics Exercise Books A. L. Griffiths, J. C. Ward and P. French</p> <p>Where there is a need for extra material this series is the answer. Each book holds enough solid practice or revision work to cover the needs of the most avid budding mathematician or to help the weary plodder understand what it is all about.</p> <p>Books 1 & 2 65p each Answer Books 1 & 2 30p each Book 3 75p Answer Book 3 45p</p>	<p>Four a Day/ Ten a Day A. L. Griffiths</p> <p>This series, which has sold over a million copies, provides graded exercises in mathematics from top Infant to lower secondary level.</p> <p>Four a Day/Ten a Day 65p each Answer Books 25p each</p> <p>Oliver & Boyd Croythorn House, 23 Ravelston Terrace, Edinburgh EH4 3TJ.</p> <p>A Division of Longman Group Ltd.</p> <h1 style="font-size: 2em; margin: 0;">O&B</h1>

EJ Arnold point the way to reading with Tansley/McCullagh reading schemes.



A.E. Tansley introduces children to reading with *Racing to Read* and *Early to Read*. Stories, which by means of recognisable, real life situations, help children acquire a sight vocabulary of 200 words plus 109 compound words. These can be used in conjunction with special programmes in phonic analysis and sound patterns.

Sheila McCullagh provides exciting and absorbing adventure stories in her *Griffin Pirate*, *Little Dragon* and *Dragon Pirate Stories* which cover all ability levels, including children who read little or reluctantly.

Both reading schemes are extensively and brightly illustrated, printed in bold, readable type and are supplemented by cassettes and other materials including teachers' manuals which help achieve maximum effect from each programme.

Please complete the coupon for further information. Arnold give them the tools of learning.

E.J. Arnold & Son Ltd., Publishing Division, Butterley Street, Leeds LS10 1AN.
Please send me further details of Tansley/McCullagh reading schemes.

Name _____
School _____
Address _____

E J Arnold Educational Books

CASSELL

SPELLING

0-8

NEW—Spelling 6, 7, & 8

JOHN SMITH

This tried and successful series has now been extended by three new books that give extra practice with plenty of crosswords and picture puzzles — for top end Primary and Middle school pupils.

Obtain your inspection copies and our 1977 Primary and Middle school catalogue now from:

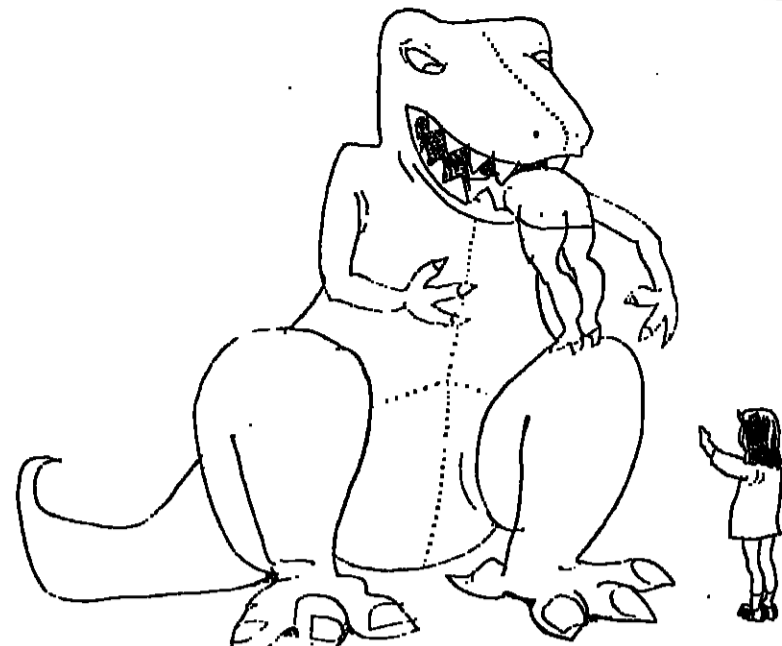
Education Sales Department,
35 Red Lion Square, London WC1R 4SG.

CASSELL

To make a floral dinosaur

Peter Mackarell

Your Book of Secret Writing. By Geoffrey Lamb. Faber £2.30. 571 10777 X.
Making of a Model Village. By Peter Fairhurst. Carousel 45p. 552 54108 7.
Making Model Aeroplanes. By Peter Fairhurst. Carousel 45p. 552 54099 4.
Film Animation as a Hobby. By Andrew and Mark Holman. Oak Tree Press £2.75. 8069 5330 G.
How to Make Dinosaurs and Dragons. By Pamela Peake. Collins £1.95. 00 411839 1.



'Miss, Miss, its mouth's watering!'

Is there anything in the idea that if a sterilized container filled with How To Do It books were rocketed to Alpha Centauri, some intelligent life form might glean more about us than if we sent some ballpoint pens, half a dozen vial rose and a set of pictures of United States Presidents?

At least the present selection of books shows a healthy confidence that an earthly market exists, for on offer here is something for the codifier and intellectual puzzler, something for the straightforward model maker, something for the uninitiated film maker as well as something for those keen on making a Tyrannosaurus holding a toothbrush out of certain fabric, stuffing and felt.

In order to examine the books in detail I asked my nine-year-old son to look at them with me, and the hardback *Your Book of Secret Writing* by Geoffrey Lamb intrigued us both. As well as the various methods of encoding messages Mr Lamb includes some good historical background which reinforces the idea that the code was a useful device. In this context the section on codebreaking is apposite and the

projects at the end of the book seemed to offer opportunity for further stimulating work. Although my son liked the book he drew attention to the £2.30 price tag and commented "if they'd made a little paper back it would have been better!"

More modest in price are the two Carousel paperbacks by Peter Fairhurst. The aircraft book attracted me, for there were 12 well chosen aircraft ranging from the Blériot XI to the Antoinette VII (which experts have declared was the better proposition from a flying point of view) to the Red Baron's triplane and finally to Mitchell's beautiful and legendary Spitfire.

Instruction is simple, materials are basic and there may be something in the fact that my son already knew about these books from information displayed at his school book club. Indeed he knew the retail price of the series and disagreed with my preference for the aircraft.

Film Animation as a Hobby is an American production first published in 1975 and now distributed

in this country. Of the five books under discussion this one does depend on the enthusiast's possession of a capital item—a cine camera with a single frame shutter release. The authors are animators who have produced work with economy in mind and their manual is clear and workmanlike, well illustrated and should make a good reference book for a teacher wishing to start new project work.

Finally, Pamela Peake's *How to Make Dinosaurs and Dragons*. My collaborator rather lost interest here but I am not quite clear as to his reasons. He did mutter something about it being a "girl's" book but I am not sure if he reacted against the idea of an iguanodon in a floral pet or if he was intimidated by the dressmaker's vocabulary. For different reasons I shared a little of his misgivings for though the stuffed toys are splendidly bright and attractive and the instructions clear in both book and diagram I was not entirely convinced that the sections containing details of the real creatures accorded with the highly stylized models in the colour plates.

Patterns and pictures

Rosa Young on art and craft

World Book of Arts and Crafts for Children. By Arnold Arnold. Macmillan £4.95. 333 21295 9. Colorcraft. Search Press £4.25. 85532 363 9.
Fun with Art. By Tony Hart. Kaye and Ward £2.15. 7182 0097 7.

To the teachers of other subjects it always seems that the art and craft teacher has a comparatively easy time. They suspect that all he has to do is provide the materials and let the children do as they see fit. True. How many other disciplines require the knowledge of so many different techniques, the skills of handling so many different media? The art teacher of today is expected to be competent in a multitude of crafts as well as being a master of drawing and painting.

Arts and Crafts for Children lists 285 different activities and even so there are omissions. Nevertheless this is a very useful reference book which can be used as a practical guide to a number of processes and techniques. It is written in brief, workmanlike terms which, although they are not likely to generate much excitement, do have the ring of authority. Diagrams and drawings illustrate the text, which includes the historical background to each craft.

Teaching skills and techniques, however, are only half the story; the art teacher's other task is to stimulate. Two books which should help in this endeavour are *Colorcraft* and *Fun with Art*. In *Colorcraft*, natural objects such as beach pebbles or non-made objects like bottles and boxes are shown covered in brilliant patterns from traditional to op-art and there are sections describing painting on glass and china, enamelling, fabric printing, and toys and games. Great use is made of primary colours and the rich reds and blues sing out from the pages of this attractive book.

Fun with Art is also intended to stimulate and succeeds admirably. The ideas shown in the *Vision On* programme, Tony Hart demonstrates how materials such as glue, spray-paint and washing-up liquid can be used with delightful inventiveness. The finished work is aesthetically pleasing and the author makes the whole process look very easy, both on television and in this book. It should be remembered, however, that Mr Hart is an artist and his compositions are instinctively right. As he points out in his book, this recognition of "rightness" comes only with time. The techniques are simple enough for children to follow, and as long as they do not expect to produce work as well-designed as Tony Hart's they should have a great deal of fun.

Animal region

Child of the Camargue 222 00493 2.
Child of the Desert 004 94 0. By Freddy Tondem.
Borke Books £1.50 each. £1.95 each (library edition).

These books are extensively illustrated with excellent colour photographs—much better than the cover pictures promise. Indeed, there are so many photographs that some pages look cluttered and confusing. I should have preferred fewer, larger photographs more carefully laid out.

The text is informative without being dull with some lyrical passages that betray its French origin. The French titles *Vincent et les animaux de Camargue* and *Shimane et les animaux du desert* give a much better indication of the contents of the books. They are not primarily concerned with social or geographical comparisons—what information they contain about the lifestyle and environment of the children is almost incidental. Nor do they develop the characters of their central figures, Vincent and Shimane's role is to give continuity to a survey of the animals of their regions.

The Camargue book ranges from bull-branding to boar-rearing and bird-ringing, by way of coveys, horses, lizards and frogs. The desert book has some marvellous photographs of camels, gazelle, gerbils, fennecs, greyhounds and a variety of birds.

Christopher Schenk

Naturalist's guide

Harold Appleton

National Trust Nature Notebooks. *Flowers of the Hedgehog and Wayside*. £1.18. *Birds 119 X*. Edited by Joe Firman. Dinosaur 40p each.

These small books are intended as personal and pocket workbooks; pages are provided for weather notes, and there are lined and headed pages for date, time and place where specimens are found.

Flowers contains a labelled picture of a daisy plant and a cutaway picture of a buttercup flower, naming the parts; there is also a glossary of terms. The other pairs of pages have two or three common wildflowers clearly illustrated on each with a short accompanying paragraph describing the scent, the likely habitat and times of flowering. The opposite page of each pair is for the pupil's record. At the end of the book is a check-list.

Birds has a similar format; the centre spread has a labelled picture of a bird and of feather structure together with a glossary. The remaining pages illustrate and describe 29 common species.

The beautiful illustrations in these books are all delicate and accurate in colour; there are simple clear descriptions and a pleasant attractive layout. They are well suited to middle and upper primary ranges.

Time, weather, heat and cold: science corner topics

Philip Hytch

Teaching Primary Science: Fibres and Fabrics; Mirrors and Magnifying Glasses; Science From Wood; Musical Instruments. Macdonald Educational £1.50 each.
Science Action Books 1 to 6: Science and Air; Science and Time; Science and Flight; Science and Water; Science and Weather; Science and Movement. Hart-Davis Educational 90p each.
Young Scientist's Book of Heat and Cold. Collins £1.95 each.

The ideal book for primary school science will vary according to a number of factors, of which the age and ability of the children, the teacher's own scientific background, and the way the book is intended to be used are but a few. There is a complete absence of evidence as to the sort of book which engages children's attention and interest most successfully, but in any case it would be asking a lot for any one book or series to fulfil all possible demands. For this reason the proliferation of titles in the field of science for the five to 13 range is to be welcomed. Nevertheless, for those teachers whose training in science has been sketchy the field of choice must be bewildering.

Here are three sets of books which in a variety of ways seek to win the choice of the teacher. The four titles from Macdonald's *Teaching Primary Science* series (there are now eight in print and several others in preparation) serve to enhance the very high standard achieved in earlier examples. As in the case of the first two titles re-

viewed in the *TES* (20.2.1976) these attractively produced books bear all the marks of a most careful analysis of the needs of the situation. The College Curriculum Studies Foundation and the Social Science Research Council, presents a series which is intended to "provide support and guidance to students who study about to teach science in primary schools." But even a cursory glance will indicate that even a cursory experienced teachers this is just what they, too, have been looking for.

Clearly and systematically arranged, with precise diagrams and excellent photographs, each section contains in turn the appropriate organization and methods, as well as presenting structured activities in which children of varying ages may take part and through which their discoveries may be made meaningful.

Throughout, a clear purpose is evident in all that is suggested (references to the objectives of Science 5/13 abound), but at the same time there is plenty of opportunity for individual initiative on the part of both teacher and pupil; the text regularly asks searching questions of the teacher, requiring thoughtful observation and active participation. Here is a series intended, being more likely than most to foster purposeful and enjoyable science in schools.

Science Action Books, a series of six all by the same author, S. F. King, is aimed at pupils in the nine to 13 range. The topics dealt with are intrinsically interesting, many potentially exciting activities are suggested, and the text has an authoritative ring. The author uses

the device of addressing the pupil directly (and encouragingly) in a praiseworthy attempt to engage him in the scientific enterprise. But style make a rather uncomfortable match. The teacher is deliberately left with the decision as to how the books are to be used, and for this reason they will appeal most to the teacher who is already of some competence in science.

In practice it would seem that few children (taking the target age range as a whole) would be able to pursue these topics without rather close supervision and support, and it might have been better to have made explicit reference to the teacher's function. It is a pity there is no index, especially since this is not compensated for by a detailed contents page.

There is probably a place, even in these times of economic stringency, for the glossy, stiff-covered book of which Collins *Young Scientist* series is an example. Written in a vigorous, somewhat journalistic style and making abundant use of coloured diagrams, pictures and photographs accompanied by textual explanation, these books would look impressive and attractive on the classroom reference shelves or in the science corner, inviting a quick skim through or a leisurely browse. Each of these two books contains an index and is thus more helpful for children's own reference and information retrieval purposes. It is perhaps inevitable that in topics so vast as "Heat" and "Cold" superficial and explanations are often given. There are many competitors in this glossy, easy part of the market, and it cannot be argued that these two volumes have anything which sets them significantly apart.

Everyday science

Peter Huw Morgan

Science in Action Series.
The War on Pollution. By Mike Lyth. Lesters. By William Burroughs. Priory Press £3.25 each.

If one sought two words to epitomise the impact of technology on the popular imagination, "laser" and "pollution" would be obvious candidates. These books cut through the attendant mythology to present these topics to the younger reader.

Mr Lyth mixes effective graphics and monochrome plates (a combination of titles) to examine the long-term effects of short-term thinking on ourselves and surroundings. Pollution is not portrayed as being exclusively the practice of the unscrupulous, but rather the buck is shown to stop at the family in the street and the local factory. This

makes for interesting, if uncomfortable, reading. The author, a science lecturer, discusses attempts being made to counter pollution against the general background of conservation of resources.

Dr Burroughs, who has researched laser applications, illustrates the rapid conception, development and exploitation of the laser principle with numerous monochrome plates and diagrams. The less tangible aspects such as the remarkable capacity of laser light for information relay are well explained though the discussion of interference and holography could have used better diagrams.

Both books contain over 50 pages of sound text and well-reproduced plates together with glossaries, indexes and references—the second volume containing rather more technical material. Both should hold the attention of most children and possibly their parents as well.

Comic strip facts

The Children's Book of the Earth. 86020 062 0.
The Children's Book of the Seas. 86020 064 7.
The Children's Picture Atlas. 86020 060 4.
The Children's Guides series. Usborne £1.40 and 75p each.

A picture is not necessarily always better than 1,000 words; an almost exclusively visual mode of presentation such as that featured in these books has its drawbacks. Some items do not lend themselves to pictorial interpretation and a lot of space can be taken up obscuring rather than clarifying a point which could have been conveyed quite simply in words.

In their guides to *The Seas* and *The Earth*, Usborne have avoided the major pitfalls by concentrating

on a definite central subject and selecting sensible picture sequences and labelled collages to give a lively coverage of a wide range of information. The format has a great deal in common with that of comics and the strip method works well in conveying processes, snippets of knowledge or the bones of a story sequence. These two books will do their bit towards a better practical and scientific understanding of geography and geology.

The *Atlas* is the odd one out in this trio. In my view it takes on far too many topics none of them particularly suited to the series format and the result is messy and confusing rather than busy and interesting. You can learn about national flags from this book, but the artwork illustration is a superficial and ineffective way of indicating cultural and geographic information.

Francesca Greenwood

M

Dear Teacher,

We have all heard enough about inflation and its gloomy forecasts, so we are starting this year on an optimistic note by guaranteeing the prices in our 1977 primary catalogue, until 30th June.

Now you can be sure that if your order reaches us by the end of June there will be no extra to pay. Of course throughout the year we shall be keeping our costs to the minimum and continue to produce books and teaching aids of the high quality that you have come to expect from Macmillan.

If you have not received our primary catalogue, or would like to know more about our exciting new publications for 1977, just fill in the attached coupon.

Macmillan Education Ltd
Houndmills Basingstoke Hampshire RG21 2XS
Telephone Basingstoke 22942 (STD Code 0262)

Registered Office: 4 Little Essex Street London WC2A 3LF Registered No. 99410 England

Use this coupon for more information about our new primary school titles

We shall be glad to send, post paid, inspection copies of textbooks to teachers in the United Kingdom who wish to consider them for quantity adoption. If you require inspection copies, or more information, tick the appropriate box and these will be sent to you as they become available during the next few months.

	Inspection copy or sample material	Informative brochure
Primary school catalogue 1977	<input type="checkbox"/>	<input type="checkbox"/>
Gay Way a new look for this established and highly respected reading scheme: Introduction level	<input type="checkbox"/>	<input type="checkbox"/>
basic readers	<input type="checkbox"/>	<input type="checkbox"/>
new auxiliary readers	<input type="checkbox"/>	<input type="checkbox"/>
Language in Action this unique reading scheme, which covers all the basic language structures, is now complete: selected sample pack of complete project inspection copies of new titles	<input type="checkbox"/>	<input type="checkbox"/>
Reading Games our big success of 1976	<input type="checkbox"/>	<input type="checkbox"/>
Primary English courses:		
Ways of Knowing Awareness 1	<input type="checkbox"/>	<input type="checkbox"/>
Awareness 2	<input type="checkbox"/>	<input type="checkbox"/>
On Target Book 1-4	<input type="checkbox"/>	<input type="checkbox"/>
Bright Ideas 1977 new titles	<input type="checkbox"/>	<input type="checkbox"/>
Mathematical Games 2 for those who found Mathematical Games 1 so valuable	<input type="checkbox"/>	<input type="checkbox"/>
Starling Science sample cards	<input type="checkbox"/>	<input type="checkbox"/>
Man at Home our first history project kit	<input type="checkbox"/>	<input type="checkbox"/>
Animal World a young researchers' project kit	<input type="checkbox"/>	<input type="checkbox"/>
Our World Wallcharts		
1977 titles Explorers/The Environment	<input type="checkbox"/>	<input type="checkbox"/>
History Wall Pictures pack 1 publishing in the spring	<input type="checkbox"/>	<input type="checkbox"/>
Fact Finders our super new information books	<input type="checkbox"/>	<input type="checkbox"/>
Children and Traffic		
Road Safety Education Project published on behalf of the Department of the Environment—Road Research Laboratory	<input type="checkbox"/>	<input type="checkbox"/>

Name _____ School _____
Address _____

HULTON'S NEW PRIMARY ENGLISH COURSE ACTIVITY WORDS

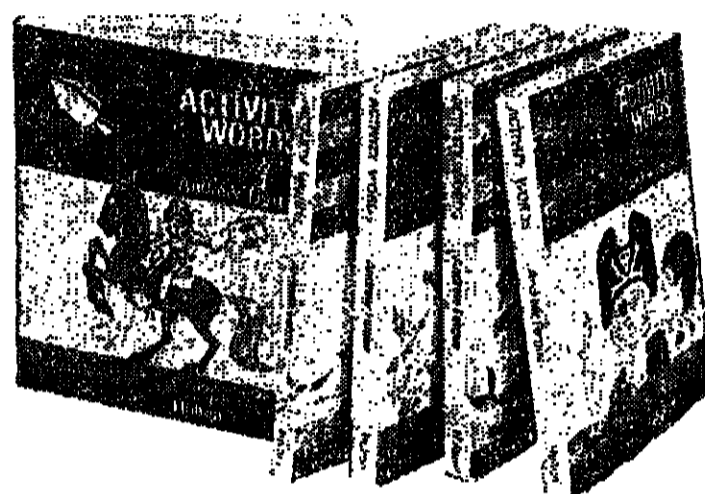
Andrew Fergus

This attractive new primary English series brings a modern informal approach to language. It is built around 15-word units, which children explore, use, practise and enjoy—by means of puzzles, games, codes, anagrams, jokes and dialogue. Reading, writing, spelling—all these are encouraged by the lively and active content of the work.

Each book offers a year's work in one-hour lessons but they can be adjusted to fit differing time-slots. The six books cover the age-range 6-12. Work is graded so that pupils can, if necessary, work at their own pace. The series gradually builds up a wide vocabulary and a fluency with words. Grammar and punctuation are introduced, in a functional, informal way. Verbs are 'doing words' and the 'belongs to mark' makes it easy to use the apostrophe. Comprehension and creative writing feature strongly in the series.

ACTIVITY WORDS has a clear modern layout, well designed with many photographs and amusing drawings. The colourful pages, with their large, legible type, have a zest and appeal that capture children's interest.

Book 1 (ages 6-7) £1.10
Book 2 (ages 7-8) £1.30
Book 3 (ages 8-9) £1.30
Book 4 (ages 9-10) £1.40
Book 5 (ages 10-11) £1.60
Book 6 (ages 11-12) in preparation



Hulton Educational Publications

Rams Road, Amersham, Bucks.

Laps of honour

Virginia Makins

In all the demands made on primary teachers, one of the trickiest is that they should provide, for 30 or more children, the kind of warm, cosy introduction to books that is naturally laid on in literate homes. But (leaving aside the difficulties of dividing one lap between so many) if teachers were to read the kinds of things those literate mothers are forced into, parents might well rise up in revolt.

Something people tend to forget, in discussions of young children's reading, is that they like quite awful picture "books" and like to hear them "read" over and over and over again. Their favourites are the Mothercare catalogue, Why Every Adult should Apply for a Barclaycard or (in over-privileged homes) the annual report of Consolidated Goldfields.

Perhaps the best bet of all is a funny book. My Uncle Podger, minimally adapted by Wallace Tripp from Jerome K. Jerome's *Three Men in a Boat* (Dent £2.25, 460 06782 6) is very funny indeed, and a good shortish length. Uncle Podger is determined to hang a picture on a wall by himself, and after considerable turmoil for his whole Edwardian household, he achieves it.

Jerome K. Jerome's muscular prose stands a lot of re-reading if children demand it: "And he took the rule, and re-measured, and found that he wanted half thirty one and three eighths inches from the corner, and tried to do it in his head, and he failed, and he all tried to do it in our heads, and all arrived at different results, and sneered at one another. . . ."

It has pace and clarity, and just the right sprinkling of unusual or dated words, to intrigue children. And it provides an excellent mixture of something familiar—the universally recognizable character of Uncle Podger—and the strangeness of the period setting. Wallace Tripp's pictures are a triumph—as funny as the text.

Leaving two other fun books to the end—it would be unfair to stand everyday children's writers against Jerome—another category of picture books for reading aloud are those which are enjoyable in themselves, but also provide a basis for discussion or school work.

Books with a moral are one possibility. Papa Panov's *Special Day*, adapted from a story by Leo Tolstoy by Miss Holder (Lion 95p, 85648 069 X) is a good traditional Christian Christmas tale, with engaging pictures by Nathalie Vilain. Funny is a shogun who hears a voice saying Christ will pass by his house the next day—but he must keep a careful watch. You can guess the rest—Panov helps a poor rickshaw puller, and a poor mother and child, but feels very disappointed until the voice explains that helping poor people is helping Christ.

For those who prefer morals without a specific religion attached, Horton Hruska's *Who* (Collins £2.25, 00 183724 9) is a Dr Seuss which has the message that "a person's a person, no matter how small".



Uncle Podger.

Horton the Elephant has a terrible time persuading sceptical friends that he's found a whole city of people living on a speck of dust, and they must be protected. By Dr Seuss standards it is a little sanctimonious.

But even a second-best Seuss is witty and inventive, and the drawings—particularly the expressions of poor Horton, sneering kangaroos, sadistic monkeys and desperate Whos—are all that Seuss fans would expect.

The *Wump World* by Bill Peet (Andre Deutsch £2.25, 231 06737 0) is a modern morality tale about ecology and all that. Wumps are fussy herbivorous creatures whose peaceful world is invaded by Pollutons. It has excellent pictures of space-age technological horrors, and it reads aloud quite well (like military jargon from the Pollutons and Kazoom and Zer-rroosh noises). It should attract both boyish boys and girlish girls of junior school age.

Our culture being what it is, a lot of junior school boys would not touch Frances Hodgson Burnett's *Rocketty-Packetty House* (Evens £2.95, 0 237 44859 9) with a bargepole. This story of Victorian dolls—one snooty upper crust family and one raffish one who have come down in the world—and their snobbish owner is almost certainly too long and too special a taste for reading to a whole class. But it is a fascinating and enjoyable period piece that would link well with work on social life in Victorian England. This new edition has been well illustrated by Holly Johnson.

Another unusual and rather beautiful book that might fit well into project work is *A Prairie Boy's Winter* by William Kurelek (Collins £3.25, 00 183750 8). It consists of

factual episodes of a winter in Canada in the thirties, shunting firewood, making an ice hockey rink, chasing chickens in the snow.

Kurelek is a modern primitive painter who has had considerable success in North America, and the pictures for each page are lovely. But again, it is not to read with a primp, not a class—there is no story to carry along children it does not appeal to.

Mattéo, by Fiona French (Oxford £3.25, 19 27913 1) is a much brasher affair. The short text is a story about a sculptor in Renaissance Florence. But here the pictures are everything—every page is brilliant colour, in crude pastiche of Renaissance style painting. The first impact is terrific, and even if it does not stand much (or looking at) it might well interest some older juniors in looking out more about art and lifestyles in the Italian Renaissance.

Finally, the two everyday fun books which might suit a whole class Henry and the Mysterious DIN (World's Work £2.40, 437 46700 7) is a jolly tale of a boy carried off by a clanging, banging, roller skating DIN to the annoyance of his parents, passing motorists and his headmaster, but to the delight of a cinema manager who might use a Live Monster Guest Star to his double monster bill.

David McKee's *The Magician and the Petnapping* (Abelard £2.65, 200 72451 7) tells the story of a wicked sorcerer who kidnaps pets in order to force the King to give him a job, and the two good magicians who defeat him. The witty and colourful detail in McKee's pictures, and the way he occasionally uses cartoon strip techniques to illustrate the story, make this a particularly good one for slower readers.

Information—this way and that



One of David Wrigley's illustrations for "Moving Machines".

The Earth. By Patrick Moore. *First Man on Earth*. *First Life on Earth*. By Cecilia Wade. *Growing Plants*. By Allen Peterson. *Moving Machines*. By Denis Wrigley. *Building a House*. By Brian Read. *XYZ of Sport*. By Tom Coffe. *Garden Birds*. By Joe Franklin. *Transworld Wonder Why Books*. 50p each.

The only things that these books have in common are the series title, page size and price. Four of the titles will be useful additions to the information shelves of the school

library—*First Life*, *First Men*, *Growing Things* and *The Earth*. Each of these volumes is characterized by a thoughtful presentation of their subject and includes many excellent illustrations. I am less happy about the companion volumes. The illustrations for *Machines* are too cartoon-like and the text somewhat quixotic. "Countries with things to sell or with the power to make good ships became wealthy and powerful and so did the owners of steamships."

Building a House is essentially a story heavily impregnated with fact. It is spoilt by its Andy Capp-like illustrations. *XYZ of Sport* is

a book which tries to marry information and humour. . . . the pictures are undoubtedly funny, but I am not certain that physical education not certain that physical education specialists will be too pleased at the irreverent chuckles which their colleagues will make as they skim through its pages. And what about its value for children? That depends, I suppose, on whether or not your school wins every sports trophy in the district.

This useful new series will need to raise the overall standard of production and content if it is to make any real impact on the school market.

Henry Pluckrose

King of the castle

Peter Fanning on more picture books

Once there was a king who promised he would never chop anyone's head off. By Michael Rosen. Illustrated by Kathy Henderson. £1.00, 233 96688 9.

Two hundred Rabbits. By Lonzo Anderson. Illustrated by Adrienne Adams. World's Work £2.90, 437 23100 3.

When the Sky is Like Lace. By Elinor Lander Horowitz. Illustrated by Barbara Cooney. Dent £2.95, 460 06765 6.

Baron Battleaxe and the Magic Carpet. By Michael Stringer. Text by Kay Henwood. Dent £2.50, 460 06753 2.

The King is indeed. Long live the King. Without all those castles and coronets and contests to win the hand of the lovely princess, the poor woodcutter's youngest son would have had to settle for the girl next door, without all the ermine and silk.

Mind you, there are kings and kings. "Once there was a king who promised he would never chop anyone's head off". He was mostly dressed (to quote from his portrait) in copies of the latest Court Circular pages. His courtiers too relied heavily for their attire on journalistic cuttings and classified ads, whilst the corridors of the palace were adorned with quotations from the London Stock Market reports.

Intriguing, yes, but the courtiers' faces are hideously bulbous, like lumpy semolina. The cautionary tale is amusing enough: a noisy little turpiss is torn limb from limb—quintessential Hilaire Belloc.

The *Two hundred Rabbits* are a prize-winning entry for the king who wished to be entertained. This old-fashioned fairy story features The Young Lad Who Lives

in a Cottage by a Wood and The Old Woman Who "Suddenly" Appears: also a magic whistle made of slippery elm, and 199 well-drilled rabbits. The two-hundredth rabbit is the storyteller, whose sudden appearance from behind the throne changes the regal scowls to cheers. The pictures show Disneyesque watercolour characters and 10 score of bumptious bunnies.

Incidentally, you should not ever talk to a rabbit, or for that matter to a kissing goitram on a banulous night. *When the Sky is Like Lace*. Elinor Lander Horowitz never explains why it is simply part of the rules—like wearing nothing that is orange, even underneath.

Fantasy runs wild in a welter of weird words. The others sing of the strains of the "Mexican Hat Dance" mon but the snails suik under the cinnaback and forth and the grass smells like gooseberry jam. The whole world is bathed in rose and purple tints, as the three little girls and the others (and the rabbits) munch their spaghetti in the middle of a moon. This book is enchanting, though its foy appeal will not suit every taste.

Baron Battleaxe, on the other hand, lives in a draughty castle, full of weeds and skulls and cracks where the east wind blows. To this grim lair the blackhearted bully lures two Arabian princes, young men of taste and breeding. The Baron is after their moneybags, but the princes possess a Magic Carpet. . . .

Michael Stringer's hilarious illustrations recreate the world of *The Stead in the Stone*. Here it is a question of reading the pictures with an occasional nudge from the text. They are full of invention and bound with enchanter forests, bedraggled witches and endless pairs of legs sticking out from tables, moats and duckponds.

Fantastic creatures

Martin Booth

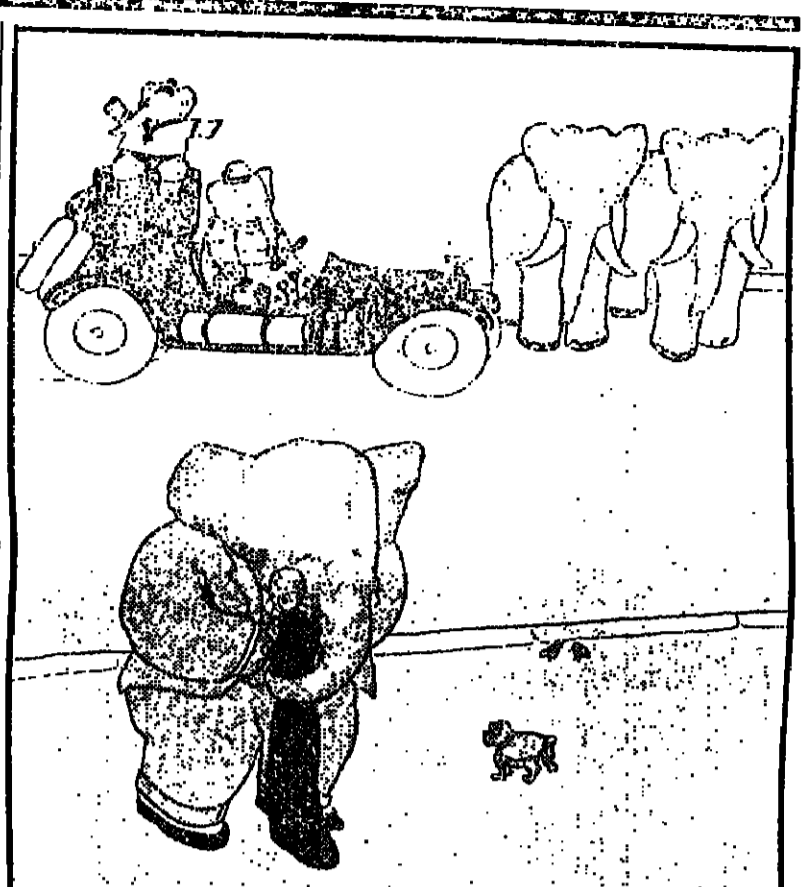
Ratsmagic. By Wayne Anderson. Cape £2.50, 234 01227 4. *A Winter Story*. By Max Bolliger. Kesibel Books £2.95, 7226 5295 X. *The Magpie*. By Irene Haus. Collins £2.95, 00 195225 X. *Prickly Pig*. By Gillian McClure. Deutsch £2.50, 233 96790 X.

Ratsmagic, the story of which is told by Christopher Louisa, is a superbly illustrated picturebook, eleven inches square, showing a standard of imaginative draughtsmanship rare in such a volume. The tale, basically about how Rat, aided by Crow, stopped Witch Dole from misappropriating Bluebird's wondrous Egg, is really a complement to the pictures, but it does stand on its own.

Painted with great detail and framed in black, the illustrations are welded to the point of being surrealistically fearsome, the colours rich and mystical, with a predominance of browns and golds and deep blues. The Hornbox Bird and the lion-like Ticouteroga are awesome and fantastic—literally and metaphorically. Printed on gloss paper, with night-blue endpapers, the whole production is scented by the strange and dark powers of which it tells, and is a visual tour-de-force few children will be able to resist.

Of the same physical size, but a third the length, is the disappointing book by Max Bolliger. The text is characteristically scanty, and though the illustrations are good, they are uninspiring and the leads to each other any degree of strength. The tale is a cliché and the book very highly priced for what it is.

Margaret Barnstable wished for a box of her own and woke to find she was afloat upon *The Magpie*. A gailem of plenty, including a farm on the poop deck and rooms quaintly similar to those of an old cottage, a toucan swinging on its perch,



"... Babar kissed his old friend goodbye. If he had not been so sorry to leave her he would have been delighted to go home. He promised to come back to her, and never to forget her." *The Story of Babar* has just been republished in a deluxe edition by Methuen £4.95, in its original large format and with the original ingeniously handwritten text.

Printed upon carefully chosen and different coloured papers, the text is simple but expansive and easily grasped, the illustrations presented as if in watercolour form, the result being an amalgam of soft, bright clearness. Many of the pictures are full-page spreads and the text, on the odd occasion, accompanied by smaller black-and-white drawings. In direct contrast to this delightful book is *Prickly Pig*, a garish yet

jolly explosion of leaves and autumn tints, exaggerated beyond reality. The story, which is far from being ingenious or very original, peeps through barn door, hedges and rabbit holes. The hedgehog of the title undergoes a number of unexciting adventures before finally settling down to hibernate. However, the colour makes the book a worthwhile buy: perhaps as a stimulus to the reader to invent a better story.

SPECIAL INSETS and FEATURES

Readers may be interested to know of some of the special insets and features to appear in The Times Educational Supplement over the next few weeks.

February 25th	History
March 4th	School Visits
March 18th	Mathematics
March 25th	Educational Equipment Review
April 1st	Geography
April 8th	Religious Books
April 29th	Audio Visual Review
May 6th	Art, Handicrafts and Technical Drawing Books and Equipment for Nursery Schools
May 13th	Remedial Education

WHEATON

Kings and Queens

O. B. Gregory

Twelve books each of thirty-two pages, full colour and line illustrations on each opening. The illustrations are based upon images of the times under discussion and are designed to convey historically accurate information about costume, architecture, work, play and many other features of the period.

Richard II	Henry VII
Henry IV	Henry VIII
Henry V	Edward VI and Mary
Henry VI	Elizabeth I
Edward IV	James I and VI
Edward V & Richard III	Charles I

Save money and simplify ordering by purchasing a banded set (SBN 08 021289 1) at £5.70 Individual titles 50p

Chutney Series

Roderick Hunt

The first titles in a new series of delightful stories for children between the ages of six and ten years. The stories are based on the adventures of a mischievous boy called Chutney, Bramble, his brother, and Chutney's friend Twiglet. All the escapades are essentially credible. There is no element of fantasy in them but a good deal of humour, excitement and fun. Such adventures might happen to any child and there should be a strong element of identification.

Chutney and the Fossil	Chutney and the New Boy
Chutney on the River	Chutney on the Beach
Chutney at the Circus	Chutney in the Snow

Illustrated in Full Colour 32 pages 170 x 122mm 55p flexi covers £1.25 net hard covers

Lumpo the Baby Elephant

Sieve Gibbons

Six books, each containing a complete story about Lumpo, the baby elephant.

Lumpo's insatiable curiosity and his determination to help wherever possible land him in all sorts of scrapes, but the outcome is always happy and amusing.

Lumpo is already familiar to young children who enjoy the BBC "Listen with Mother" programmes.

Lumpo and the Fire	Lumpo the Painter
Lumpo the Postman	Lumpo at the Duckpond
Lumpo and the Bells	Lumpo and the School Bus

Illustrated in Full Colour 24 pages 191 x 203mm 45p flexi covers 95p net hard covers

Pointers—English Workcards for the Middle Years

Dorothy Garvey

A set of 24 writing and project cards which can be used by children in class with very little reference to other material. Eight of the cards contain a piece of writing or a poem followed by a writing exercise. Sixteen of the cards use an illustration and a short piece of introduction followed by ten assignments; for most of these the child will not have to leave the group or area in which he is working. A teacher's card outlines any simple preparations which the teacher will make before setting work. Illustrated by seven black and white and nine colour photographs. Of the remaining eight cards, two are illustrated by line drawings.

Laminated cards 204 x 305mm £3.20

Graded Examples in Arithmetic—Book One

E. Buckley and A. Gray

This book contains carefully graded examples in arithmetic, intended for use in the middle-school, to give pupils practice and test in depth their understanding of arithmetical concepts. A second book is available for more advanced pupils.

Book One 72 pages 50p Answers 30p

Let's Look

Cliff Edwards

A set of ten 8-page booklets aimed at pupils with reading difficulties in Upper Junior and Middle Schools. The author has wide experience of remedial teaching and has given evidence to every major enquiry into reading in the past decade. He has written these booklets in response to specialised demand, and at reading levels ranging between 7 and 9.

85p

The Skills of Handwriting

Reginald C. Phillips

We are pleased to announce that we are distributing this outstanding new aid to the teaching of Handwriting. 'Writing is meant for reading', says the author, and the teaching methods which he advocates will encourage the fullest development of a child's potential writing ability. The Teaching Aids which conclude the book progress from the first stages to advanced writing. Numerous diagrams and handwriting specimens illustrate and reinforce the text.

Flexi cover £1.25 net Hard cover £3 net

WHEATON
Henock Road, Exeter EX2 8RP

Stretching minds?

Audrey Laski on story books

What Happened at Rita's Party. By Petronella Weinburg. Kestrel Books £1.10. 7226 51317.

The Barge Children. By Helen Crosswell. White Lion £2.25. 85686 270 3.

Mr Pettigrew and the Bell-Ringers. By Leonard Clark. Thornhill Press £1.50. 904110 281.

The Forbidden Bridge and Jamie's Discovery. By Betty Roland. Bodley Head £2.25. 370 11022 G.

Stranger in the Storm. By Charles Paul May. Illustrated by Victor Ambrose. Abelard-Schumann £1.10. 200 72141 0 72142 9.

Jessie's Magic Tonic. By Keith Chutfield. Heinemann £2.50. 434 94239 1.

Dr Johnson thought young children should be given tales of giants and goblins, "to stretch their little minds", rather than stories of everyday life; modern writers for the under-tens seem to waver a little uncertainly about the amount of commonplace reality that is acceptable.

The youngest book in this group, *What Happened at Rita's Party*, is solidly based in a world of simple pleasures and pains: the ring at the doorbell that always turns out to be another guest, not the eagerly expected Aunt Agnes with the cake—until at last it is Aunt Agnes, and the cake is pink and white, the best birthday cake in the whole world, for the best party. What makes this pretty, simple book important for the adult reader is that the six-year-old heroine is clearly West

Indian, and her friends clearly an immensely ethnically mixed group: that reader clearly hopes that for six-year-old readers this is a fact of life, barely noticeable.

While in that book belonging is taken for granted, in *The Barge Children* it has to be worked for. Billy and Betsey Moon are more strange to the pupils of their first school than many ethnically different children might be because they have lived all their lives on a barge, and in consequence there are all kinds of obvious things they don't know. On the other hand, there are things they do know that the town children don't, and though Helen Crosswell uses a slightly melodramatic rescue from drowning (shades of Angola Brazil) to consolidate their position in the school, the fundamental message, that different people have different contributions to make to the richness of life, is a good one, engagingly expressed.

Mr Pettigrew and the Bell-Ringers presents a world almost without strangers, the kind of quiet rural backwater George Eliot and Thomas Hardy used to establish as the background to a novel. The third of a series about a gentle but strong-minded clergyman, it develops a simple story of problems about the church bells—first industrial difficulties with the ringers, and at last the major disaster of a cracked bell, with the extra difficulty of tactfully persuading the outsider, Cyrus Hiram Fenschbender III, the American millionaire, to provide the necessary money without insisting on an unacceptable inscription. Mr Clark is a poet, and there are some admirable descriptions of country life

here—"cows ballooning along to their milking looking like great ghosts". It is not for children who want wild adventure, but will have many pleasures from the quiet who needs—nor least Toffee Saunders's charming illustrations.

A remote countryside is the Australian outback of *The Forbidden Bridge* and *Jamie's Discovery* where Jamie, living with his uncle's family because his father is dead, has to establish himself as old enough to join the other children. In the first of the two stories, now reprinted in one volume, Jamie is nearly killed by a train, in the second he almost loses his cherished dog Fran, and discovers a marvelous set of cave paintings. Again the stories are basically about belonging and, though some of the situations will be unfamiliar, the loneliness of a small boy in unfamiliar territory comes across clearly.

Another reprint, *Stranger in the Storm* recalls a remote time as well as a strange place: the backwoods of North America in the days when slaves were on the run from the South. This is a particularly attractive story, in which city girl and country girl grow to friendship through admirable weather, and they and the real stranger, the runaway slave, protect each other against snow, hunger and hunters. The superb illustrations and precise judgements of Rhoda and Adella are beautifully presented, and suspense well sustained throughout the short space of the tale.

Finally, the complete departure from realism. With the everyday family, the Martins, lives the Pandu Issi Noho, not only, like Poole or Taddington, a talking bear, but also one with supernatural powers, though powers which depend entirely on a set of magic numeric square cards. Issi's magic gets him and the Martins into all sorts of difficulties, but there is general relief when at the end he has acquired a fresh set of cards. This is a pleasant mixture of fantasy and humour, even if it comes a little late in the day; for children who have read their Nesbit, Milne and Bond till the covers drop off, the arrival of Issi Noho must have been a relief.

Rhyme time

Wes Magee on poetry

Eight and a Half, Nine and a Half, Ten and a Half. Compiled by Geoffrey Palmer and Noel Lloyd. Frederick Warne 60p each.

Emu Stew. Edited by Patricia Wrightson. Kestrel £3.95. 7226 5169 4.

Publishers contemplating additions to their poetry lists have two faces. Poetry for adults, generally, does not pay. Publishers wear a frown, and maintain a short list. Poetry for children is another matter. It sells, and even frosty-eyed publishers break into smiles.

The teacher, gawking at the mass of publishers' catalogues littering his desk, struggles through the lists trying to decide what to select from the forest of anthologies. Further additions seem unnecessary, yet they proliferate year by year.

A muted cheer, however, for three new poetry anthologies appearing on the market: *Eight and a Half*, *Nine and a Half*, and *Ten and a Half*. No problem here for the teacher searching for poetry books for children in certain age groups. Will they be able to read the stuff? The answer lies in the titles.

The books—large format, 64 pages, two-tone illustrations—are uncluttered, and each poem has been given room to breathe. The generous allocation of space adds to the "unseen space" left by poets in their poems, as mentioned by Charles Causley in his introduction to the *Puffin Book of Magic Verse*. There is a satisfactory mixture of ancient and modern; Tennyson and Clifford Dymond, Clare and James Reeves. Years and James Kirkup (although Kirkup is over-represented).

The price is right, and I would gladly have a squad of these books in the classroom or library area. The illustrations are competent, without ever reaching that visual standard we have grown accustomed to in many contemporary publications for children.

Emu Stew is a book to be killed by. Toppling from a high shelf in the library it could do damage to the unwary browser. It is big, bulky, and rather old-fashioned when set alongside today's slim, streamlined productions.

The stew inside is utterly Australian. There is a strong tinge of light on the dingo, and Aboriginal legends, as searched through this mixture of stories and poems for a mention of Barry McKenzie. Not a sign of Buzz: kids' stuff. Children searching for the Emu famous for attacking Michael Parkinson will be similarly disappointed.

An *Anthology of Poetry* is the rather forbidding title given to a



Spike Milligan's "The Land of the Humpty Dog" where "you can buy lemon pie at the Zoo" and "They give away Foxes in little Pink Boxes" is one of the verses in "Rhyme Time", a collection by Barbara Ineson for *Handy (Newer 60p)*. Well known rhymesters and poets like James Reeves, Edward Lear and Charles Causley are represented as well as many others lesser known.

fat collection of poems written by children attending Linstead County Primary School, Cambridgehire. Edward Storey, who visited the school under the Writers in Schools scheme, contributes an interesting introduction, and indeed he really started something there. The 170 poems, mostly short, are strong on description and imagery.

Cabs, trams, buses and cars

Jessica Saraga

Getting about in towns. By Paul White. A. and C. Black £1.75. 7136 1691 1.

This history of town transport is packed with excellent photographs, nostalgic-jerking to adults who remember trolley-buses and trams—even horse buses—but perhaps no more evocative to five to 10-year-olds than the drawings of sedan chairs and early cabs. Children will nevertheless undoubtedly be fascinated; town transport is an absorbing subject for a library reference book.

But what a history of lost oppor-

tunities! If only electrically powered transport had been developed, not scrapped; if only we'd reserved more road space for the trams instead of investing so heavily in road systems for the private motorist; if only the tubes had been built with parallel tracks for express! The text sets out clearly successive experiments and problems, and catalogues the reasons (almost always financial) why what now seem to be the wrong decisions were taken all the way down the line. This is an object lesson as much as a history; perhaps a useful one, for some of today's juniors will, after all, be tomorrow's town planners.

Among contributors to the Extra:

Ralph Lavender is an inspector of primary education for the county of Essex.

Mary Hoffman is the author of *Reading, Writing and Relevance* published by Hodder and Stoughton.

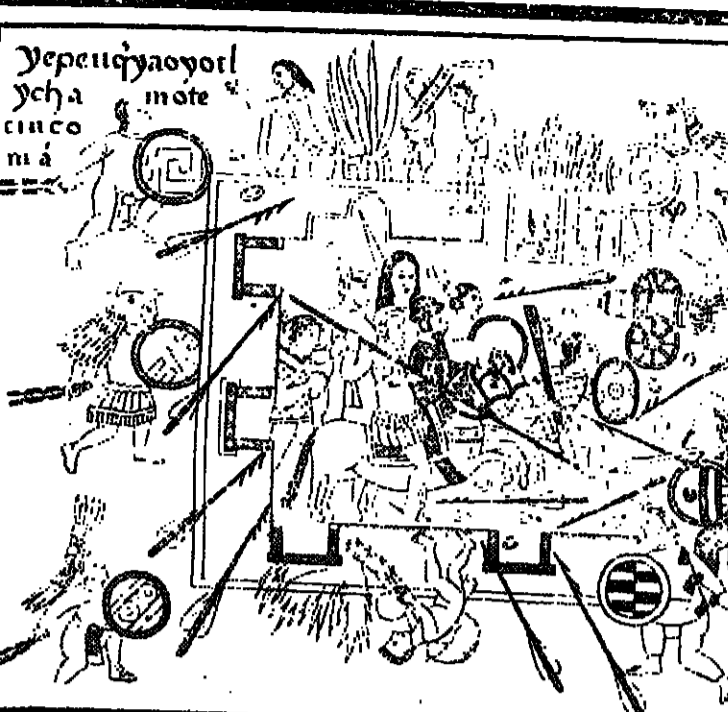
Marion Glastonbury is one of the contributors to *Writers, Critics and Children* published by Heinemann Educational.

Henry Pluckrose is the headmaster of Prior Weston School and the

author of many books for children. Joan Tamburini is principal lecturer in the Department of Educational Studies at the Froebel Institute.

Margaret Spencer is a lecturer at the Institute of Education, London University.

John Hersee is the executive director of the School Mathematics Project.



Montezuma's followers storm the palace where Cortes is keeping the leader of the Aztecs prisoner after having cheated them of gold. "Voyages of Discovery" by Karin Blasing, one of the "Through Artists' Eyes series" (Robson Books £1.60 each), draws on contemporary drawings, paintings and woodcuts to show how travellers' tales were given credence by artists' interpretations of them. This and its companion volume, "Looking at Landscapes", would be welcome additions to the library.

Heures de loisir?

Philip Lewis

Les Albums du Père Castor. Simplified by John Watson. Harrop £2.75. 245 52980 2.

Amusez-vous Bien! By Basil Cocker and Genevieve Millor. Hodder and Stoughton 35p. 19034 5.

The National Foundation for Educational Research estimated in a recent report that more than 4,500 of the 23,000 primary schools in England and Wales teach French. It is to be hoped that the teaching of a foreign language at primary school level will not be one of the expenditure cuts being the result of the NFER study about the advisability of younger children learning foreign language skills.

Nobody has achieved greater success with young learners than John Watson, who has now produced simplified versions of six of the popular *Père Castor* stories for French children. This hardback edition is expensive, but the lavishly coloured illustrations are an excellent complement to the text. Words and pictures are so arranged that each page is clean and simple. The children to produce their own rendering of the story by questioning them about the illustrations prior to guiding them through the text. Each story is preceded by the detailed vocabulary listing all but the simplest words. Little grammatical knowledge is required as the sentences, in their adapted form, are both short and without syntactical difficulty. The simplification has been effected without detriment to the original text and with total

retention of the significant dialogue and much-loved onomatopoeic phrases. Those will be fortunate pupils whose school can afford to issue *Les Albums du Père Castor* to a whole class. For the budget-conscious this omnibus volume is ideal for the library or as a prize.

The question of expense does not arise with *Amusez-vous Bien!* The joint authors have produced what is in effect a skeleton workbook to be completed and illustrated by the individual pupil. There is a promise here of much fulfilment as well as learning, subject only to the proviso that the user has a modicum of talent for colouring and drawing and can write neatly in the spaces provided. Children are told at the beginning that this is not a book for "heures de loisir" but however this is construed must obviously be used under supervision and with initial oral explanation. The book is cleverly compiled and covers a great deal of ground within a compass of 31 pages. The written answers are mostly in the form of simple deductions from listed words and phrases equated to a series of illustrated actions.

Admirable and enjoyable though it is, this workbook can effectively be used once only, as the interpretative skills would presumably be somewhat indelibly reproduced. The variety and amusing nature of the tasks and puzzles are most commendable. It will be interesting to see how children draw their favourite meal on the outline of a plate! "Diversité, c'est ma devise" said La Fontaine. This certainly applies to Basil Cocker's and Genevieve Millor's intriguing little book.

Labourers in the vineyard

Kathleen Gibberd on Bible stories

The Shepherds find a king. Where's that boy? Who's my friend? God cares for everybody everywhere. We couldn't be bothered. Jesus goes out to dinner. Rainbow books. 15-16 adapted by Pamela Egan, 17-20 adapted by Alan T. Dale.

Church Information Office 25p each. Great Champions of the Bible. Great Adventures of the Bible. By Chris Spencer. Lion Publishing £1.25 each.

Both these sets of books (the first six for infants and the next two for juniors) have an immediacy that is lacking in many religious books for children. Adults as well as younger readers will be carried along by the narrative—yet these are not just Bible stories retold in modern idiom with a moral underlining; they can frequently be disturbing.

Alan Dale's *Jesus goes out to dinner* is an example. Here the main

theme is the story of the labourers in the vineyard, which the author assumes to have been told by Jesus at the dinner table after some conversation about the universality of divine care. This prepares the way for some understanding of the Kingdom of Heaven as a place (or more correctly a state of mind) where mercy and love matter more than mere human fairness. Even the Roman soldiers, the hated occupying enemy cannot be excluded simply on national and political grounds. When read carefully this little book could give a child the first inkling of the meaning of the Kingdom of Heaven at the heart of the Christian message.

The *Rainbow* books concern New Testament stories illustrated in the bright colours and primitive style that small children like, and the language echoes their own. The two hardbacks by Chris Spencer retell Old Testament stories in an exciting style. "Then God spoke Moses' name" is interspersed among the stories, providing plenty of information.

Past people

Christopher Schenk

Macdonald Famous People: Shakespeare, Marco Polo, Garibaldi, Marie Curie. Macdonald Educational £1.60 each.

Macdonald have launched their *Famous people* series with two standard heroes—Shakespeare and Marco Polo, and two less obvious choices—Marie Curie and Garibaldi. The books are attractive with a clear text in large print and colour illustrations on every page. These, however, vary, from well-reproduced contemporary paintings, through a number of reasonable but uninspiring illustrations, to some that are gaudy and ugly.

The simplified index and list of dates given at the end of each book is particularly useful. It was unanimously commended by the children to whom I showed the books and should help them to develop study techniques.

An interesting feature of the layout is the way in which the text is occasionally superimposed on the pictures; but in *Marco Polo* this has several times been done on a dark background, making the writing difficult to decipher, particularly for poorer readers. Indeed *Marco Polo* is the least successful of the four. The text is at times obscure and the style is often patronising and unnervingly scattered with exclamation marks!

The other three books were written by Beverley Birch with the aid of specialist advisers and a panel of teachers. The combination seems to be a good one. Complicated situations and difficult concepts are explained with clarity and factual accuracy without too much simplification. *Marie Curie*, with the scientific details it contains, poses the most difficult challenge, but radioactivity is well explained, although the notion of an element does not come over very clearly.

The political background to *Garibaldi* is also explained so as to be comprehensible to most upper juniors. Inevitably this entails a certain oversimplification. Garibaldi's objectives are never questioned, so his political opponents are necessarily given short shrift.

The book on Shakespeare is refreshingly honest about how little is known of his life. Instead of taking refuge in fanciful conjecture an effort is made to give some understanding of the times in which he lived. Unfortunately the arrangements are poor—the ones which accompany the far too brief résumés of his plays are particularly ghoulish.

All four books can be used profitably and independently by upper juniors. Their illustrations and simplified text make them of use to lower juniors too, and the accuracy and richness of their content will make them valuable in the lower forms of secondary schools.

NELSON PRIMARY

FIRST TIME STORIES
Daphne Waugh
Illustrated by Glennis Allison

A new series of six amusing little stories for private or supplementary reading by the 6 to 8 group. Striking two-colour illustrations and a text of only 5 to 10 words a page carry the story in each 8-page book.

Both the author and the artist are practising teachers.

The six books are:
The Cat and the Dog
The Cow and the Caterpillar
The Spider in Space
The Hedgehogs and the Hay
The Tortoise and the Toad
The Bird and the Butterfly

Pack of 6 books 017 4123019 £1.30

HIGHWAYS AND BYWAYS
General Editor: Jeffrey Bevington

Each Highways and Byways book has a core of factual information running through every page, with lots of ideas for activities, explorations and language enrichment developing from it.

Each pack contains 4 books, plus booklet of teacher's notes. Only complete packs are supplied. Full colour illustrations.

For ages 7 to 10
Just the Job
Denis & Helen Ballance
Animal Nurse. Chief Librarian, Forester, Bricklayer. 017 4221525 £1.50

One Hundred Years Ago
M Heighton, D Eddershaw & M Hodges
Shops and Street Traders. Travel, Homes, Life on a Farm. 017 4221517 £1.50

Highways and Byways packs for children aged 8 to 11 will be published later this year.

SQUEEZEBOXES
Series Editor: Keith Cunningham

A practical and easy way to set about craftwork in the classroom. There are 10 different craft projects in the *Squeezebox-Crafts* pack and each project is set out on both sides of a lavishly coloured concertina-folded card which will stand up on its own on a table.

The project cards have a minimum of text; most of the information is conveyed by easy-to-follow illustrations in full colour.

The *Squeezebox* pack also contains 4 pages of teacher's notes and a full colour poster.

Squeezebox-Crafts
John Akers & Marilyn Andreatti

Includes claycraft, papercraft, materialcraft, printing and puppet making. 017 4123116 £4.95

Not available on inspection
Squeezebox-Foods: in preparation

INSPECTION MATERIAL
To: The Educational I/C Department, Nelson, Lincoln Way, Windmill Road, Sunbury-on-Thames, Middlesex TW16 7HP.

Please send me inspection material as ticked below:
 Sample from First Time Stories
 Sample from Highways and Byways—Just the Job
 Sample from Highways and Byways—100 Years Ago
 Prospectus for Squeezeboxes

Name _____
School _____
Address _____

Poems for Writing

BY SHEILA M. LANE AND MARION KEMP

Book 1 0 216 90171 5 98p each
Book 2 0 216 90172 3 limp; 48 pages

Teachers who are familiar with the author's earlier series, *Towards Creative Writing*, will need no introduction to this one—a similar stimulus to imaginative children's writing, but in the form of poetry rather than prose. Again there are two books—Book 1 for Lower Juniors, Book 2 for Upper Juniors.

Each book consists of twenty themes in double spreads. Each theme begins with a poem which has been specially chosen because it is well-known, or of considerable literary merit, or because it will extend the child's reservoir of language or provide a stepping stone to ideas. Then there is a picture, usually a photograph, to further extend the idea or change its direction. The photographs have been chosen to allow for a second look at the theme or extension of it. By thinking about the pictures and perhaps comparing them with the original poems, children can often gain deeper insights into the poems themselves before starting their own writing.

Other books by Lane and Kemp include:
A Language Development Programme (4 books)
Look and See (2 books)
Towards Creative Writing (2 books)
Topic Work Packs (4 packs)
An Approach to Topic Work in the Primary School (Teachers)
An Approach to Creative Writing in the Primary School (Teachers)

Send for your inspection copies now to:

BLACKIE & SON LTD
BISHOPBRIGGS, Glasgow G64 2NZ

UPPER JUNIORS

Listening and learning

Margaret Spencer

Listening in the Primary School. By T. B. Huff and M. E. Clark. Australian Council for Educational Research \$8.50, 85563 149 X. Developments in Early Childhood Education. By Janet Lancaster and John Gassell. Open Books £1.75, 7291 0022 7.

To keep abreast of the times and the whirligig of practice and preaching, teachers are adjured or shamed into reading the latest wisdom in paperback. These two books are typical instances of just how daunting an undertaking this can be, and between them they go far to explain why reports of even the most successful practice are received with a kind of weary scepticism.

Listening in the Primary School poses most problems for the reader. It is an account of an Australian investigation into the teaching of listening, where listening is taken to mean "the skills required in understanding spoken language". The researchers made a nationwide survey of the views and practices of Australian teachers concerning the development of listening skills, and the extent to which these skills are actually taught in the primary schools. Accordingly six sets of questions were sent to schools selected by a systematic sampling method so that the teachers could report on their background and training, what they considered to be the characteristics of good listeners, what they did to develop listening skills, the materials, the diagnostic and evaluative procedures used.

The book sets out in exhaustive detail how the sampling was done,

the data collected and the conclusions arrived at. The overall results include the fact that there is a tendency to underestimate the importance of listening as a means of learning in the primary school and that provision for the teaching of listening could be improved and the noise levels in most classrooms make listening difficult. While teachers know that listening is important and are "fairly realistic in their approaches to the problem of listening in schools" they may "fail to use planned approaches to the teaching of listening is probably not as professional as it should be". What teachers actually do is never quite spelled out.

Now to one sits down with a report of this kind expecting to be enthralled, especially when the type is photographed typescript. But the patience of the persevering should be rewarded by more frequent glimpses of an understanding in the reporters of what is actually involved in listening. A sharpening of the readers' understanding of listening as a response to something said by someone in a given situation for a purpose is the least one could hope for. There is no evidence in the whole report of the writers' understanding that the brain cannot make sense of what is said as the result of a hearing process. The importance of the listener's language development or the difficulties the addresser may have in making himself understood are nowhere acknowledged as influencing the method. Instead, the 40 listening skills selected for analysis are considered as discrete skills in the same way as we once classified reading skills.

To make profitable use of this report teachers have to question at the outset the very assumptions made by the writers about the nature of listening. It is more profitable to read three paragraphs in the *Hillock Report* (the old one

10.19.10.21) which examine the results of American surveys (not quoted in the Australian short bibliography) and conclude that "listening can best be developed as part of the normal work of the classroom and in association with other learning experiences. But deliberate strategies may be required for it cannot be assumed that the improvement will take place automatically". What the class teacher wants to know—the nature of the "deliberate strategies"—is absent from all sources. Presumably the next book will have them.

The publishers of Open Books are nothing if not up to date, and *Developments in Early Childhood Education* includes references to the latest materials and findings, sensitive areas of debate and a wide range of actual classroom practice. The children are fully in the centre of the picture as the authors show very current ideologies are embodied in organization and provision. But the very compendiousness of these 12 chapters makes this another kind of daunting read. Their very care, concern, interest and enlightenment has been picked together with factual information, historical, social, governmental, into a kind of educational prose paste which reads like the best *RED* exam papers.

This is a great pity because the writers have done a great deal to redress the balance of harm done by Neville Bennett's castigation, in the same imprint, of progressive methods. It is his ears which are of different sizes.

Significantly, his best offering here—in partnership with Cyril Fletcher—is not really for children at all. The *Generation Quiz Book* (Fontana 60p),

Ask me another

Gerald Haigh on quizzes

One of my politically conscious colleagues holds that quizzes are middle-class things, "like wine-making and hexagonal paving slabs". Time into *Mastermind* or *Cruciverbs* is a reaction of thrusting young professionals and the whole company will develop a terrible twitching nervousism, brought on by trying to show off in an unassuming manner.

To be fair, not all these books are crammed as you might expect, though at least one of Gyles Grandreth's offerings will make you think you have unearthed a reprint of the back pages of the *Boys Own Paper*. A child who followed religiously his Pin and Games for Every Day of the Year (Clarendon and Stoughton 50p) would soon possess—among many other objects, arcane skills and attributes of questionable relevance—two miniature gardens (one Japanese), a drip and blow picture, a spinning top, a puppet made out of peanuts, a flower and a daisy chain, lots of crazy luns and a daisy chain. Lots of the suggestions are good though, and the book might make a regular informal moment in the classroom day.

Of Grandreth's other books, *Hatchpatch* and the *Royal Red Book* (Caravel 45p each) are a bit ordinary, and you constantly wonder as you read whether he is really on terms with his young audience. *Hatchpatch*, incidentally, contains the celebrated *Immerick*. There was a time when *Immerick*, although in Grandreth's version it is his ears which are of different sizes. Significantly, his best offering here—in partnership with Cyril Fletcher—is not really for children at all. The *Generation Quiz Book* (Fontana 60p),

with questions like "Who was the wife of Sir Scymon Hicks?", catches in mightily on the nostalgia movement and would make good staffroom fodder. *Alas, my recent favourite, "Who was Alas, Bowley?" is not included. (Go on then, who was he?)*

Annual Quiz by Johnny Morris (Hamlyn 50p) and What's the Answer (Hamlyn 50p) may fill the corner of the library but the teacher will not find much in them to inspire him. Secret Codes by Falcon Travis (Haddor and Stoughton 50p) however, could provide the basis of an unusual project and his who knows, lead to the apprehension of some of those school lavatory wall writers.

Of The Puffin Book of Brain Teasers by Eric Lammett (65p), my nine-year-old daughter writes that it is "suitable for clever children and adults"—with which humble judgment I can only concur. The star of this little lot—judged so by my junior pupil, too—is Jennifer Curry's *Pleasure Tree* (Hamlyn 55p). I used it to entertain a class of eight-year-olds for a whole hour and there was plenty more to come. The highlight was the measuring of our reaction times, during which activity, I might say, the classroom resembled the *Odess Steps* sequence in *The Battleship Potemkin*. Miss Curry has given us an hour's pleasure and a useful collection of writings and activities.

The Macdonald Quiz Books on Transport, Land, Air, Birds, Famous People and Animals were disappointing. The general effect is not very coherent and the overall purpose unclear. The children liked looking through them, though, and at 30p each they may be worth investigating.

History through imagination

Jessica Saraga

Imagining the Past 1-6. By Philip Savain. Macmillan 45p each

Imagining the past is the first of the two vital processes of history—imagining and analysing. Together the two should add up to understanding. In the early years of school history it is imagination rather than analysis which tends to be emphasized, partly because it does not require the mastery of complicated chains of events, and partly because of its more immediate appeal; we live in the midst of the evidence. It is not too difficult to stimulate children's interest in the history of buildings or places they know well, and the overwhelming strength of Philip Savain's new series is the way he makes use of these solid links with the past.

History through imagination

Jessica Saraga

gestions for further work at the end of the books, they use topic books which have particular aim of teaching the value and use of evidence. Thus the concern with imagination is with imagination not as fantasy, but as inspired reconstruction on the firm basis of material fact. The principles of technique is to use photographs of places, sites and buildings side by side with artists' impressions of how each must have looked at the time in question.

A frequent criticism by teachers of books for this level is that they contain a mish-mash of illustrations without details of sources or locations, or even of whether pictures are contemporary with the period described or later representations. Philip Savain effectively counters these criticisms by meeting them all. He has selected the photographs with the utmost care, and it is surprising to discover that most which illustrate his text are applied and easily in fact taken by the author himself. The drawings by David Bryant are faithful both to the evidence of today and to the spirit of the periods he represents, and everything is carefully labelled as to period and place of source. The text, too, is effortlessly clear and concise.

Chips, cat and all

Carole Lax on Nippers

Macmillan Education have recently published more Nippers. They are surprisingly good with lively people and lots of action. Lella Berg, in *Grandad's Clock* (30p), creates a zesty picture of Grandad ("My Grandad doesn't work. Not now.") and his evasive—chips, cat (beautifully drawn), neighbours 'n' all.

Like *Grandad's Clock*, *Dad's Pie*; by Helen Solomon, captures perfectly locale, personality, and escape. The beginning is simple enough: "Last night it rained and the wind blew hard. It blew lots of green apples off our trees. Mum sent us out to pick them up this morning." From this, there is the weaving of the tale of getting blackberries to go with the apples, for a pie, for Dad, blackberries from the lane, for Mum, but then (naturally enough) there was the hedge! The hedge was thick with blackberries. There they hung, juicy and black, fat and shining.

CHAMBERS YOUNG SET DICTIONARIES

Dictionary One 45p
Dictionary Two 55p
Dictionary Three 80p
Dictionary Four £1.20 Imp

A unique staircase of children's dictionaries graded by vocabulary, definition and layout, ranging from a full-colour picture book to a first adult dictionary.

Quest books

A series of full-colour information books for the 7-11 age group.

Forthcoming titles

The salmon • The dolphin • Spices

£1.40 net each

Information and inspection copies—**FREEPOST** EDINBURGH EN2 0BW

PRIMARY
Depository Headships continued on page 36

WILTSHIRE
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

WILTSHIRE
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

WILTSHIRE
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

WILTSHIRE
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

WILTSHIRE
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

WILTSHIRE
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

WILTSHIRE
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

WILTSHIRE
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

WILTSHIRE
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

WILTSHIRE
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

WILTSHIRE
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

WILTSHIRE
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

WILTSHIRE
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

WILTSHIRE
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

WILTSHIRE
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

WILTSHIRE
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BRENT
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BRENT
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BRENT
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BRENT
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BRENT
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BRENT
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BRENT
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BRENT
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BRENT
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BRENT
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BRENT
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BRENT
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BRENT
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BRENT
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BRENT
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BRENT
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BIRMINGHAM
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BIRMINGHAM
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BIRMINGHAM
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BIRMINGHAM
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BIRMINGHAM
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BIRMINGHAM
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BIRMINGHAM
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BIRMINGHAM
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BIRMINGHAM
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BIRMINGHAM
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BIRMINGHAM
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BIRMINGHAM
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BIRMINGHAM
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BIRMINGHAM
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BIRMINGHAM
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

BIRMINGHAM
HEAD TEACHERS are invited to apply for the following vacancies:
ALDROUHOE ST. MICHAEL'S (Infants) on roll 120. Group 4.
SHALOHINE C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.
WILTON PARISH C.T. PRIMARY SCHOOL (Infants) on roll 115. Group 2.

EDUCATION DEPARTMENT

TEMPORARY TEACHING VACANCIES IN PRIMARY SCHOOLS

Applications are invited from suitably qualified and experienced teachers for a number of temporary vacancies which will be available in Birmingham Primary Schools for the Summer Term 1977. These vacancies will exist for one term only, i.e. from 18th April, 1977 to 31st August, 1977, and the majority will be in INFANTS Schools, although a few Junior teachers may be considered.

Interested candidates should send a stamped addressed envelope to obtain an application form from—

Chief Education Officer,
Staffing Branch (Room B18),
Education Office, Margaret Street,
Birmingham, B3 3BU.

and should return the completed form to the same address as soon as possible.

BIRMINGHAM CITY COUNCIL

HAMPSHIRE

Copythorne First School (5-8)

CONSULTANT FOR LANGUAGE DEVELOPMENT/ LEADER OF CO-OPERATIVE UNIT

Scale 2
Required for September, 1977.
Application to Mr. C. G. H. Davis (Head Elect.) Copythorne C.E. Controlled Primary School, Copythorne, Tolton, nr. Southampton.

Orchard County Junior School

Water Lane, Dibden Purlieu, Southampton SO4 5SB
(No. on Roll 380)

FIRST YEAR LEADER

Scale 2
Must be an advantage but not essential.
Stamped addressed envelope to Headteacher for details.

Whitefield Junior School

Whitefield Road, Fawley, Southampton SO4 1HW
(No. on Roll 445)

YEAR CO-ORDINATOR AND CONSULTANT FOR ENVIRONMENTAL STUDIES

Scale 3
Required for April, 1977.
Stamped addressed envelope to Head for details.

County of Cleveland

PRIMARY SCHOOL

SCALE 2 POST

TEDDER INFANT SCHOOL
Tedder Avenue
Thornaby
Cleveland

Required for Easter, 1977, a suitably qualified and experienced teacher to co-ordinate the development of MUSIC throughout this new open plan school. A commitment to working in a team teaching situation is essential.

Financial assistance with household removal expenses is available in approved cases.

Application may be made by letter or an application form obtainable from the Head Teacher at the address shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teacher within 14 days of the appearance of this advertisement.

CITY OF SALFORD

ED

SECONDARY Deputy Headships continued

ROTHAM (Metropolitan Borough of) DEPARTMENT OF EDUCATION... (12-16 mixed, approximately 850 on roll)...

STAFFORDSHIRE EDUCATION COMMITTEE... BRIDGES COMPREHENSIVE SCHOOL... (11-16 mixed, 1,200 on roll)...

Walsall Metropolitan Borough Education Committee

Blue Coat C.E. Comprehensive School, Birmingham Street, Walsall... The Governors of this Voluntary Aided C.E. School invite applications for the posts of: 1. Head of Physics, Scale 3...

SPECIAL SCHOOLS

Old Hall Special School, Bentley Lane, Lodge Farm, Wilenhall... New built open-plan school. Approximately 80 pupils. Assistant Teacher, Scale 1, term teaching situation...

CITY OF COVENTRY ASSISTANT TEACHERS

REQUIRED AT Bedford's Hill Mixed Comprehensive School, Bedford Road (745 on roll) Required September 1977: 1. BOYS' PHYSICAL EDUCATION Specialist, Scale 1...

COUNCIL OF COVENTRY ASSISTANT TEACHERS

REQUIRED AT COUNCIL COURT MIXED COMPREHENSIVE SCHOOL, Northbrook Road (1,800 on roll) Required Easter 1977: 1. TECHNICAL STUDIES, Scale 1-1 Woodwork and Metalwork...

Whitby Abbey Mixed Comprehensive School, Abbey Road (1,640 on roll) Required Easter 1977: 1. TECHNICAL STUDIES, Scale 1-1 Woodwork and Metalwork...

Remedial Posts

HEADS OF DEPARTMENT BEDFORDSHIRE EDUCATION SERVICE NORTH HANTS AREA... (11-16 mixed, 1,200 on roll)...

WEST SUSSEX EDUCATION SERVICE... (11-16 mixed, 1,200 on roll)... The vacancy arises from the resignation of the present holder...

WILTSHIRE... (11-16 mixed, 1,200 on roll)... The vacancy arises from the resignation of the present holder...

LEICESTERSHIRE... (11-16 mixed, 1,200 on roll)... The vacancy arises from the resignation of the present holder...

LEICESTERSHIRE... (11-16 mixed, 1,200 on roll)... The vacancy arises from the resignation of the present holder...

LEICESTERSHIRE... (11-16 mixed, 1,200 on roll)... The vacancy arises from the resignation of the present holder...

LEICESTERSHIRE... (11-16 mixed, 1,200 on roll)... The vacancy arises from the resignation of the present holder...

LEICESTERSHIRE... (11-16 mixed, 1,200 on roll)... The vacancy arises from the resignation of the present holder...

LEICESTERSHIRE... (11-16 mixed, 1,200 on roll)... The vacancy arises from the resignation of the present holder...

LEICESTERSHIRE... (11-16 mixed, 1,200 on roll)... The vacancy arises from the resignation of the present holder...

LEICESTERSHIRE... (11-16 mixed, 1,200 on roll)... The vacancy arises from the resignation of the present holder...

LEICESTERSHIRE... (11-16 mixed, 1,200 on roll)... The vacancy arises from the resignation of the present holder...

LEICESTERSHIRE... (11-16 mixed, 1,200 on roll)... The vacancy arises from the resignation of the present holder...

LEICESTERSHIRE... (11-16 mixed, 1,200 on roll)... The vacancy arises from the resignation of the present holder...

LEICESTERSHIRE... (11-16 mixed, 1,200 on roll)... The vacancy arises from the resignation of the present holder...

LEICESTERSHIRE... (11-16 mixed, 1,200 on roll)... The vacancy arises from the resignation of the present holder...

LEICESTERSHIRE... (11-16 mixed, 1,200 on roll)... The vacancy arises from the resignation of the present holder...

ISLE OF WIGHT BRENT

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

ISLE OF WIGHT... (11-16 mixed, 1,200 on roll)...

THE TIMES EDUCATIONAL SUPPLEMENT 11.27

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

THE TIMES EDUCATIONAL SUPPLEMENT 11.27

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

THE TIMES EDUCATIONAL SUPPLEMENT 11.27

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Scale 1 Posts... (11-16 mixed, 1,200 on roll)...

Sixth Form and Tertiary Colleges

Heads of Department

SANDWELL METROPOLITAN BOROUGH OF EDUCATION... Applications invited for the post of Head of Department...

Special Education

Headships

KENT COUNTY COUNCIL EDUCATION DEPARTMENT... Applications invited for the post of Head of Department...

Deputy Headships

BERKSHIRE... Applications invited for the post of Deputy Head of Department...

Buckinghamshire

BUCKINGHAMSHIRE MILTON KEYNES DIVISION... Applications invited for the post of Head of Department...

Lancashire

LANCASHIRE ROYAL CROSS SCHOOL FOR THE DEAF... Applications invited for the post of Head of Department...

West Yorkshire

WEST YORKSHIRE EDUCATION COMMITTEE... Applications invited for the post of Head of Department...

Cheshire

CHESHIRE EDUCATION COMMITTEE... Applications invited for the post of Head of Department...

Derbyshire

DERBYSHIRE EDUCATION COMMITTEE... Applications invited for the post of Head of Department...

Staffordshire

STAFFORDSHIRE EDUCATION COMMITTEE... Applications invited for the post of Head of Department...

Warwickshire

WARWICKSHIRE EDUCATION COMMITTEE... Applications invited for the post of Head of Department...

Worcestershire

WORCESTERSHIRE EDUCATION COMMITTEE... Applications invited for the post of Head of Department...

West Midlands

WEST MIDLANDS EDUCATION COMMITTEE... Applications invited for the post of Head of Department...

West of England

WEST OF ENGLAND EDUCATION COMMITTEE... Applications invited for the post of Head of Department...

THE SPASTICS SOCIETY... Applications invited for the post of Head of Department...

WOLVERHAMPTON... Applications invited for the post of Head of Department...

BUCKINGHAMSHIRE... Applications invited for the post of Head of Department...

LANCASHIRE... Applications invited for the post of Head of Department...

WEST YORKSHIRE... Applications invited for the post of Head of Department...

CHESHIRE... Applications invited for the post of Head of Department...

BUCKINGHAMSHIRE... Applications invited for the post of Head of Department...

LANCASHIRE... Applications invited for the post of Head of Department...

WEST YORKSHIRE... Applications invited for the post of Head of Department...

CHESHIRE... Applications invited for the post of Head of Department...

DERBYSHIRE... Applications invited for the post of Head of Department...

STAFFORDSHIRE... Applications invited for the post of Head of Department...

Scale 1 Posts... Applications invited for the post of Head of Department...

BARNET... Applications invited for the post of Head of Department...

BERKSHIRE... Applications invited for the post of Head of Department...

BUCKINGHAMSHIRE... Applications invited for the post of Head of Department...

LANCASHIRE... Applications invited for the post of Head of Department...

WEST YORKSHIRE... Applications invited for the post of Head of Department...

SPECIAL EDUCATION... Applications invited for the post of Head of Department...

DEVON... Applications invited for the post of Head of Department...

DERBYSHIRE... Applications invited for the post of Head of Department...

STAFFORDSHIRE... Applications invited for the post of Head of Department...

WARWICKSHIRE... Applications invited for the post of Head of Department...

WEST OF ENGLAND... Applications invited for the post of Head of Department...

Classics... Applications invited for the post of Head of Department...

GUWENT... Applications invited for the post of Head of Department...

LONDON... Applications invited for the post of Head of Department...

OXFORD... Applications invited for the post of Head of Department...

WILTSHIRE... Applications invited for the post of Head of Department...

WILTSHIRE... Applications invited for the post of Head of Department...

English... Applications invited for the post of Head of Department...

GUWENT... Applications invited for the post of Head of Department...

LONDON... Applications invited for the post of Head of Department...

OXFORD... Applications invited for the post of Head of Department...

WILTSHIRE... Applications invited for the post of Head of Department...

WILTSHIRE... Applications invited for the post of Head of Department...

Geography... Applications invited for the post of Head of Department...

AVON COUNTY... Applications invited for the post of Head of Department...

BERKSHIRE... Applications invited for the post of Head of Department...

BUCKINGHAMSHIRE... Applications invited for the post of Head of Department...

LANCASHIRE... Applications invited for the post of Head of Department...

WEST YORKSHIRE... Applications invited for the post of Head of Department...

Metropolitan Borough of Rochdale RE-ADVERTISEMENT Headship (Group 5s) Immigrant Education Service

Walsall Metropolitan Borough EDUCATION COMMITTEE Oakwood School, Headship, Oakwood School, Walsall, Wood, Walsall. Re-advertisement HEAD TEACHER

METROPOLITAN BOROUGH OF STOCKPORT BELMONT HOUSE Schools Hill, Cheadle TEACHER-IN-CHARGE (Ref. 389/7ES) Burnham 1 plus Special Schools Allowance

Teacher required for upper juniors or infants at Brays School for Physically Handicapped Brays Road B28 1NS Primary or Special School experience. Scale post may be available. Telephone-Head for full details (021-745 6730). There is a scheme for assistance with removal expenses. BIRMINGHAM CITY COUNCIL

By Subject Classification Art and Design Heads of Department Economics

Domestic Subjects Heads of Department History

Vertical text on the right edge of the page, possibly a page number or reference.

SURREY COUNTY COUNCIL

* Fringe Area London Allowance £150 p.a. throughout the County.
* Generous relocation expenses in approved cases.

HEADSHIPS

ABBOTSFORD COUNTY SECONDARY SCHOOL

Stanwell Road, Ashford (1172 on roll expected to be 1450 by 1979)

THE HEADSHIP of this mixed comprehensive school (12-16) is vacant from the Summer Term. Date of appointment according to availability. Salary Group 12, £8,408-£9,351 per annum + £312 supplement, subject to current restrictions on progression beyond £9,500 per annum.

DEPUTY HEADSHIPS

MAGNA CARTA COUNTY SECONDARY SCHOOL

Thorpe Road, Staines TW18 3HJ

DEPUTY HEAD TEACHER required September, 1977 for this Group II mixed comprehensive school for pupils aged 12-16 years, contributory to a Sixth Form College. Salary scale £9,300-£9,524 per annum. Number on roll (September, 1976) 1252.

Application forms and further details for the above two posts available on receipt of a stamped, addressed, feeless envelope, from the County Education Officer, County Hall, Kingston upon Thames, KT1 2DJ. Completed applications should be returned by 25 February, 1977.

POSTS OF RESPONSIBILITY

Comprehensive HINCHLEY WOOD COUNTY SECONDARY

HEAD OF MATHEMATICS DEPARTMENT required from September, Scale 4.
Telephone 01-398 7181.

LEATHERHEAD, ST ANDREW'S RC SECONDARY

CRAFT, especially WOODWORK. Scale 2 for suitable applicant.
Telephone Ashford 74383.

STAINES, MAGNA CARTA COUNTY SECONDARY

HEAD OF GIRLS PE required April, Scale 3. Assistance is given by two full-time teachers. Good facilities, gymnasium, sports hall, hard porous pitch and playing fields.
Telephone Staines 55497.

WALTON ON THAMES, RYDENS COUNTY SECONDARY

HEAD OF HOME ECONOMICS required April, Scale 3. Interest in pastoral work an advantage, but not essential.
Telephone Walton 24783.

Sixth Form College WOKING SIXTH FORM COLLEGE

(to open September, 1977)

HEAD OF COMMERCIAL STUDIES DEPARTMENT. Scale 3. Applications are invited from suitably qualified and experienced candidates to develop a new Department involving TYPING, SHORTHAND and SECRETARIAL COURSES.

GIRLS PE Teacher to take responsibility for this subject in the College. Scale 2 for suitably qualified and experienced candidate.

Application forms available from the Area Education Officer, 9 Heathside Road, Woking (Telephone Woking 4311). Further information obtainable from the Principal Designate Telephone Woking 61181.

SCALE 1 POSTS

Sixth Form Colleges

ASHFORD COLLEGE

Two teachers required for:
DESCRIPTIVE: temporary post until July 1977.
MATHEMATICS: one term temporary post for Summer Term 1977.
Telephone Ashford 52689.

WOKING SIXTH FORM COLLEGE

(to open September, 1977)

CRAFTS, DESIGN, and TECHNOLOGY teacher required September for this new purpose-built Sixth Form College. First Appointments welcome. Ability to assist with extra-curricular activities would be a recommendation.

Application forms available from the Area Education Officer, 9 Heathside Road, Woking (Telephone Woking 4311) to whom they should be returned no later than 28 February, 1977. Further information obtainable from the Principal Designate. Telephone Woking 61181.

Further details available from the Head where the telephone number is shown. Application forms available on receipt of a stamped, addressed, feeless envelope from the County Education Officer, County Hall, Kingston upon Thames KT1 2DJ.

SECONDARY Technical Studies continued

BROMLEY

London Borough of Bromley, Technical Studies Department offers a number of posts in the following areas:
TECHNICAL DRAWING: Head of Department (Scale 1) and Deputy (Scale 2).
METALWORK: Head of Department (Scale 1) and Deputy (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Bromley Town Hall, Bromley, Kent, DA9 8DU. Closing date 15 February 1977.

COVENTRY

LITTLE WOOD COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Little Wood Community Secondary School, Little Wood, Coventry, CV5 9JL. Closing date 15 February 1977.

DERBYSHIRE

CHILFORD COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Chilford Community Secondary School, Chilford, Derby, DE9 6DF. Closing date 15 February 1977.

DERBYSHIRE

NEW WALKER COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, New Walker Community Secondary School, New Walker, Derby, DE9 6DF. Closing date 15 February 1977.

DEVON

CORNBIGG DEAN COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Cornbigg Dean Community Secondary School, Cornbigg Dean, Plymouth, PL6 7EF. Closing date 15 February 1977.

ESSEX

CECIL JONES HIGH SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Cecil Jones High School, Wickhamstead, Essex, SS16 2LR. Closing date 15 February 1977.

GLOUCESTERSHIRE

CHILTERN COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Chiltern Community Secondary School, Chiltern, Gloucestershire, GL53 7JL. Closing date 15 February 1977.

HAMPSHIRE

CALTHORPE PARK SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Calthorpe Park School, Blandford, Hampshire, BH10 9JL. Closing date 15 February 1977.

GLoucestershire

HANSLAND COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Hansland Community Secondary School, Hansland, Gloucestershire, GL53 7JL. Closing date 15 February 1977.

GLoucestershire

HANSLAND COMMUNITY SECONDARY SCHOOL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Hansland Community Secondary School, Hansland, Gloucestershire, GL53 7JL. Closing date 15 February 1977.

HUMBERSIDE

WALTON COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Walton Community Secondary School, Walton, Humberside, DN11 2JF. Closing date 15 February 1977.

KENT

NEW WALKER COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, New Walker Community Secondary School, New Walker, Kent, DA9 6DF. Closing date 15 February 1977.

KENT

NEW WALKER COMMUNITY SECONDARY SCHOOL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, New Walker Community Secondary School, New Walker, Kent, DA9 6DF. Closing date 15 February 1977.

KENT

NEW WALKER COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, New Walker Community Secondary School, New Walker, Kent, DA9 6DF. Closing date 15 February 1977.

NORFOLK

WALSLEY COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Walsley Community Secondary School, Walsley, Norfolk, NE15 8JL. Closing date 15 February 1977.

NOTTINGHAMSHIRE

WALSLEY COMMUNITY SECONDARY SCHOOL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Walsley Community Secondary School, Walsley, Nottinghamshire, NG15 8JL. Closing date 15 February 1977.

NOTTINGHAMSHIRE

WALSLEY COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Walsley Community Secondary School, Walsley, Nottinghamshire, NG15 8JL. Closing date 15 February 1977.

REDBRIDGE

WALSLEY COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Walsley Community Secondary School, Walsley, Redbridge, Essex, SS16 2LR. Closing date 15 February 1977.

SHERFIELD

WALSLEY COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Walsley Community Secondary School, Walsley, Sheffield, S18 7JL. Closing date 15 February 1977.

SLOW

WALSLEY COMMUNITY SECONDARY SCHOOL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Walsley Community Secondary School, Walsley, Slow, Kent, DA9 6DF. Closing date 15 February 1977.

SLOW

WALSLEY COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Walsley Community Secondary School, Walsley, Slow, Kent, DA9 6DF. Closing date 15 February 1977.

SLOW

WALSLEY COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Walsley Community Secondary School, Walsley, Slow, Kent, DA9 6DF. Closing date 15 February 1977.

SLOW

WALSLEY COMMUNITY SECONDARY SCHOOL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Walsley Community Secondary School, Walsley, Slow, Kent, DA9 6DF. Closing date 15 February 1977.

SLOW

WALSLEY COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Walsley Community Secondary School, Walsley, Slow, Kent, DA9 6DF. Closing date 15 February 1977.

SLOW

WALSLEY COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Walsley Community Secondary School, Walsley, Slow, Kent, DA9 6DF. Closing date 15 February 1977.

SLOW

WALSLEY COMMUNITY SECONDARY SCHOOL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Walsley Community Secondary School, Walsley, Slow, Kent, DA9 6DF. Closing date 15 February 1977.

SLOW

WALSLEY COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Walsley Community Secondary School, Walsley, Slow, Kent, DA9 6DF. Closing date 15 February 1977.

SLOW

WALSLEY COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Walsley Community Secondary School, Walsley, Slow, Kent, DA9 6DF. Closing date 15 February 1977.

SLOW

WALSLEY COMMUNITY SECONDARY SCHOOL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Walsley Community Secondary School, Walsley, Slow, Kent, DA9 6DF. Closing date 15 February 1977.

SLOW

WALSLEY COMMUNITY SECONDARY SCHOOL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Walsley Community Secondary School, Walsley, Slow, Kent, DA9 6DF. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 2).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.

GATESHEAD

METROPOLITAN BOROUGH COUNCIL (Scale 1).
Applications should be sent to the Head of Department, Technical Studies Department, Metropolitan Borough Council, Gateshead, NE11 0AN. Closing date 15 February 1977.



A unique event in British Drama THE TIMES SHAKESPEARE

The works of Shakespeare on tape cassette, featuring leading British actors

The simple inexpensive way to build your own collection of Shakespeare's treasury. Ideal for schools, drama clubs, etc.

Our greatest literary heritage is now available on tape cassette. The Actors' Co-operative organised by Authortapes are producing taped adaptations of the works of Shakespeare, Times Newspapers Ltd, when they heard of the project, expressed their enthusiasm by lending their support. Each cassette, lasting approximately 60 minutes, will feature leading British actors and will include an introduction (prepared by Dr. Gareth Lloyd Evans and spoken by Leigh Crutchley) to set the plays in literary and historical context - plus a specially selected musical background. The directors are Frank Hauser and Charles Lefeaux.

SPECIAL OPPORTUNITY

The first five cassettes (stereo/mono compatible) are now available prior to general distribution as a special concession to readers of this journal. Please use the coupon to order. The price is £4.95 per cassette, inc. postage, packing and VAT.

NAME	ADDRESS
The Times Shakespeare, Terrest Lk, P.O. Box 80, Slough, SL3 8BN. (Reg. in England 1251135)	
Please send me The Times Shakespeare cassettes as marked here:	
I enclose my cheque/P.O. for £ (payable to Terrest Ltd)	
TWELFTH NIGHT <input type="checkbox"/>	MACBETH <input type="checkbox"/>
JULIUS CAESAR <input type="checkbox"/>	HENRY V <input type="checkbox"/>
ROMEO AND JULIET <input type="checkbox"/>	

(Note: Also available through the Educational Productions Ltd catalogue.)

**London Borough of Barking
Barking College of Technology
LECTURER
GRADE 1 in
HEALTH EDUCATION**

required to teach the subject in relevant courses through the Department and, in particular, to the Nursing, Pre-Nursing and associated courses. The applicant should be knowledgeable in matters of positive health and with appropriate academic qualifications and preferably a Health Tutor's Certificate. Burnham Salary Scale £2,489 to £4,377 per annum according to experience and qualifications, plus £312 supplement, plus £402 London Weighting. Requests for application forms and further details should be accompanied by a stamped addressed envelope and sent to The Registrar, Barking College of Technology, Dagenham Road, Romford, Essex, RM7 0XU. Completed forms to be returned to him within 14 days of this advertisement.

Full-time Teacher of SHORTHAND and TYPEWRITING required for permanent appointment by a College in Central London. Knowledge of Pitman 2000 and New Era Shorthand systems and some experience of teaching students whose first language is not English will be helpful. The post will be vacant from 18 April, 1977, but the successful applicant could take up duties some weeks earlier, if convenient, to liaise with the present teacher before she leaves. Salary negotiable according to qualifications and experience. Long holidays. Apply, in writing, with details of age, qualifications and experience to: The Principal, L.T.C. College of English and Secretarial Studies, 26-32, Oxford Street, London W1A 4DY.

DERBY COLLEGE OF ART AND TECHNOLOGY
(A Constituent of the Derby Lodgate College of Higher Education Designate)
SENIOR LECTURER
for
Social Work Courses
To be Section Leader in this developing area of work. To make the appropriate academic contribution to courses. To provide liaison with Social Services Departments and relevant Agencies. Appointment to take effect as soon as possible. Salary scale: £5,031-£5,955 p.a. (plus £312 p.a.). Point of entry on the scale dependent upon qualifications and experience. Further details and application forms from: The Principal, Derby College of Art and Technology, Kedleston Road, Derby DE3 1GB, to whom they should be returned by Friday, 4th March, 1977.

BRADFORD COLLEGE
Applications are invited from suitably qualified and experienced persons for the post of
LECTURER I
in the service of food, hotel, and reception and front office procedures. The salary for this post will be in accordance with the Burnham (FE) Lecturer grade 1 scale £2,489 to £4,377 plus the supplement of £312 per annum. Application forms and further particulars are available from
Staffing Officer, Bradford College, Great Horton Road, Bradford BD7 1AY.
and the completed forms should be returned to him within 14 days of the appearance of this advertisement.

COLLEGES OF FURTHER EDUCATION continued

LONDON
INNER LONDON EDUCATION AUTHORITY
LONDON COLLEGE OF ENGINEERING TECHNOLOGY
LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report. Further details and application forms from the Secretary in the Department (ref: L/80A).

LONDON
INNER LONDON EDUCATION AUTHORITY
HACKNEY COLLEGE
DEPARTMENT OF ELECTRICAL ENGINEERING
Applications are invited for the following posts:
SENIOR LECTURER
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

SENIOR LECTURER
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

LECTURER GRADE 1
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

LECTURER GRADE 1
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

LECTURER GRADE 1
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

LECTURER GRADE 1
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

LECTURER GRADE 1
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

NORFOLK COUNTY COUNCIL
LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

NORTH YORKSHIRE COUNTY COUNCIL
LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

NORWICH CITY COUNCIL
LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

NOTTINGHAMSHIRE COUNTY COUNCIL
LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

NOTTINGHAMSHIRE COUNTY COUNCIL
LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

NOTTINGHAMSHIRE COUNTY COUNCIL
LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

NOTTINGHAMSHIRE COUNTY COUNCIL
LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

NOTTINGHAMSHIRE COUNTY COUNCIL
LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

NOTTINGHAMSHIRE COUNTY COUNCIL
LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.



Why not place an order with your newsagent and ensure you get the TES first?

THE OPEN UNIVERSITY
STAFF TUTORS
NORTHERN IRELAND AND SCOTLAND
Applications are invited for two posts of Staff Tutor for the Faculty of Technology. Fields of interest preferred are Environment (including Environmental Engineering and Human Ecology) and Systems, although applicants with an interest in Teaching, Learning, Engineering Mechanics or Design may also be considered. The successful candidates will be appointed to the Faculty, but will be based in the Northern Ireland Regional Office in Belfast and the Scottish Regional Office in Edinburgh respectively and will be organisationally responsible to the relevant Regional Director. Applicants should be recent graduates and preferably have had experience of teaching at University level. Arrangements might be made in suitable cases for candidates to be seconded or to take leave of absence from their present posts. Salary will be at a point appropriate to the successful candidate's qualifications and experience on the incremental scale: £3,335-£6,665 per annum. Application forms and further particulars can be obtained (by post) from the Personnel Manager (S24), The Open University, P.O. Box 72, Welton Hall, Milton Keynes, MK7 6AL, or telephone Milton Keynes 83888. Closing date for applications: 25th February, 1977.

Fit The THES on Your Schedule
The Times Higher Education Supplement puts you in touch with higher education. Find out how cheap it is to reach the higher education market—call our advertisement department on 01-837 1234.

The Times Educational Supplement

THE TIMES Higher Education Supplement

COLLEGES OF FURTHER EDUCATION continued

WILTSHIRE COUNTY COUNCIL
TIN COLLEGE
Applications are invited for the following posts:
DEPARTMENT OF DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

HEREFORD AND WORCESTER COUNTY COUNCIL

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

COLLEGES OF FURTHER EDUCATION continued

DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

DEPARTMENT OF HOME ECONOMICS
Applicants should have a minimum of five years' teaching experience in an appropriate subject. Salary scale in accordance with the Burnham (FE) Report.

HEREFORD AND WORCESTER COUNTY COUNCIL

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

LECTURER IN ELECTRICITY
The successful candidate will be responsible for the teaching and supervision of students in the Department. Essential qualifications are an appropriate degree or equivalent in electrical engineering and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

COUNTY OF CLEVELAND THE POLYTECHNIC

Appointment of Director Designate

Applications are invited from persons with proven academic and/or industrial experience and administrative ability for the post of Director of the Polytechnic. The institution of higher education in Cleveland which is to be formed from the merger of the Teesside Polytechnic and the Teesside College of Education. The target date for the merger is JANUARY, 1978, and the Authority intends to fill the post as soon as possible so that the person appointed can take a full part in the planning process. The Appointing Committee will include representatives of the Governors of the Teesside Polytechnic, the Cleveland Education Committee and two representatives from the academic world.

Salary Scale: £12,180
Application forms and further particulars may be obtained from the County Education Officer, Education Offices, Woodlands Road, Middleborough, Cleveland TS1 3BN. The closing date for applications is February 25, 1977.

City of Birmingham Polytechnic
DEPARTMENT OF CONSTRUCTION AND SURVEYING
Applications are invited for the post of
Head of Department (Grade V)
Salary Scale: £7,395-£8,271 plus £312 supplement or appropriate proportion.
Further details and application forms (to be returned by the 25th February, 1977) from: The Personnel Officer, City of Birmingham Polytechnic (TES), Room B.310, Perry Barr, Birmingham B42 2SU.

LECTURER GRADE II - SENIOR LECTURER IN BIOLOGY
(£3,279-£5,955) (Bar - £6,417 plus £312 supplement)
To contribute to the teaching of B.Ed. and B.Sc. students. Research and school teaching experience an advantage. The appointment will be effective from the beginning of the summer term. Further details and form of application from The Chief Administrative Officer, Trent Polytechnic, Burton Street, Nottingham NG1 1BU. (Tel: 0602 48248, ext. 2059) Closing date: 21 February, 1977.

TRENT POLYTECHNIC NOTTINGHAM

Nene College Northampton
School of Mathematics, Management & Business Studies
LECTURER II IN LAW (RE-ADVERTISEMENT)
Applicants should be qualified to OMC, OND, HNC Business Studies and Professional courses, but prepared to become involved in the longer term development of degree-level Law studies. An ability to assist in the short-term with related subjects would be an advantage. Applicants should hold at least a first qualification in Law at Graduate level. Applicants responding to the earlier advertisement will be reconsidered automatically, re-application is not necessary. Application forms on receipt of stamped addressed tools-cap envelope from Senior Administrative Officer, Moulton Park, Northampton NN2 7AL returnable by 25 February.

Colleges of Higher Education
KENT CHRIST CHURCH COLLEGE Canterbury
Applications are invited from well qualified persons for the post of Lecturer in Geography. Candidates should have a degree in Geography and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

Colleges of Higher Education
OXFORD
Applications are invited for the post of Lecturer in Geography. Candidates should have a degree in Geography and a minimum of five years' teaching experience in the field. Salary scale in accordance with the Burnham (FE) Report.

ilea INHER LONDON EDUCATION AUTHORITY

Central Wandsworth Adult Education Institute Mayfield School, 92 West Hill, SW15 2UJ

Principal (Full-time)

is required from the Summer Term, 1977. The Institute provides non-vocational day and evening classes for men and women in a wide variety of craft and cultural subjects.

Details and application forms returnable by February 25, 1977, from the Education Officer (CECS), The County Hall, London SE1 7PB

SOUTHWARK CATHOLIC CHILDREN'S SOCIETY ST. THOMAS MORE'S COMMUNITY HOME (E) WEST GRINSTEAD, SUSSEX

This Catholic Community Home providing education on the premises for 70 boys aged 13 to 16 years in three house units. The majority of boys are in the care of London Boroughs.

PRINCIPAL

becomes vacant in July. A person is required to provide effective, imaginative, professional leadership to the Home during the next five years whilst the long term future is assessed.

Applications are invited from suitably qualified and experienced candidates, preferably of the Roman Catholic faith, for this important challenging post.

SALARY: J.N.C. Group III £6,198-£6,822 plus £312 supplement

Accommodation comprising an unfurnished house can be provided for the Principal, at the appropriate standard charge.

An informal preliminary discussion may be arranged with Mr. T. L. Bruce at the Society's Headquarters—01-658 2181.

Further details and application form can be obtained from: The Director, Southwark Catholic Children's Society, Russell Hill Road, Purley, Surrey, CR2 2XB.

Closing date for completed applications is 21st March, 1977.

DEPARTMENT OF HEALTH and SOCIAL SECURITY

GLENTHORNE YOUTH TREATMENT CENTRE ERDINGTON, BIRMINGHAM Teachers

The construction of this Centre, the second to be provided, is nearing completion and is due to open in September. The Centre will provide long-term care, education and treatment for severely disturbed boys and girls between the ages of 12 and 19 in the care of local authorities.

When full, the Centre will accommodate 54 young people in 4 house units, and 3 in a hostel. Each unit will be managed by care staff under the supervision of a head of house who will be expected to develop a high quality of care and control of the children based on personal relationships. The Centre will be under the management of a Director, assisted by a deputy and an assistant director, and supported by specialist consultant staff.

Teachers preferably with some experience of teaching difficult and/or educationally retarded children in a residential setting, are required to prepare and implement teaching programmes for the young people. Teaching in small groups will be carried out in the studies unit, but some children may require tuition on an individual basis within the house units.

Salary: Base Band Scale 1 plus £312 p.a. Pay Supplement and allowances totalling £600 i.e. £336 YTC allowance and £284 teachers allowance.

Leave equals 8 weeks per annum inclusive of statutory and general national holidays. For further details and an application form (to be returned by 25 February) write to Mr. I. N. Dean, Department of Health and Social Security, EP4 Division, Room 410, Ivybridge House, 1-8 Adam Street, London WC2N 6AD, or telephone 01-277 5217/5372.

Teachers' Centres

WARDENS WANTED Conference Centre, 7th, 8th and 9th Floor, 47, Abchurch Lane, London EC4A 3DF. A full time wardens are required for the following duties: To assist in the running of the Centre, to provide a warm and friendly atmosphere, to be responsible for the care of the Centre, to be responsible for the care of the Centre, to be responsible for the care of the Centre.

Adult Education

For details of the ASSOCIATION FOR ADULT EDUCATION and a list of members, write to: The Association for Adult Education, 111, Abchurch Lane, London EC4A 3DF. Telephone: 01-522 4400.

DORSET SOUTH DORSET TECHNICAL COLLEGE

South Dorset Technical College, Dorchester, Dorset DT1 1NX. Applications are invited for the following posts: ASSISTANT PRINCIPAL, ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

Community Homes and Associated Institutions

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT. Further details and application forms can be obtained from: The Director, Southwark Catholic Children's Society, Russell Hill Road, Purley, Surrey, CR2 2XB.

Headships and Deputy Headships

Applications are invited for the following posts: HEAD OF DEPARTMENT, DEPUTY HEAD OF DEPARTMENT. Further details and application forms can be obtained from: The Director, Southwark Catholic Children's Society, Russell Hill Road, Purley, Surrey, CR2 2XB.

CITY OF LIVERPOOL SOCIAL SERVICES

Second Deputy Head Salary £3,745 to £6,037 per annum. Applications are invited for the following posts: SECOND DEPUTY HEAD, DEPUTY HEAD.

Other Appointments

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT. Further details and application forms can be obtained from: The Director, Southwark Catholic Children's Society, Russell Hill Road, Purley, Surrey, CR2 2XB.

Other Appointments

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT. Further details and application forms can be obtained from: The Director, Southwark Catholic Children's Society, Russell Hill Road, Purley, Surrey, CR2 2XB.

Other Appointments

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT. Further details and application forms can be obtained from: The Director, Southwark Catholic Children's Society, Russell Hill Road, Purley, Surrey, CR2 2XB.

Other Appointments

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT. Further details and application forms can be obtained from: The Director, Southwark Catholic Children's Society, Russell Hill Road, Purley, Surrey, CR2 2XB.

Other Appointments

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT. Further details and application forms can be obtained from: The Director, Southwark Catholic Children's Society, Russell Hill Road, Purley, Surrey, CR2 2XB.

Other Appointments

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT. Further details and application forms can be obtained from: The Director, Southwark Catholic Children's Society, Russell Hill Road, Purley, Surrey, CR2 2XB.

Other Appointments

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT. Further details and application forms can be obtained from: The Director, Southwark Catholic Children's Society, Russell Hill Road, Purley, Surrey, CR2 2XB.

Deputy Principal

£4,437 to £5,856 plus Supplement

Egerton House Community Home, Brackley

A Deputy Principal is required at the above Primary Junior Community Home following the promotion of the present post-holder. "Egerton House" accommodates 27 boys between the ages of 8 and 12 years and is set in delightful grounds in the small attractive country town of Brackley.

The Deputy Principal will be specifically responsible for organizing review meetings and case conferences, and overall management of the care staff. Applicants should have had substantial experience in residential social work and must hold an appropriate qualification.

A pleasant, three-bedroomed flat is available at a rent of £204 per annum. For an informal discussion telephone Gordon Wright, Principal, Brackley 702375. Application forms and further details from the Personnel Officer, County Secretary's Department, County Hall, George Row, Northampton. Closing date February 25, 1977.



AYCLIFFE SCHOOL HEAD OF SPECIAL UNIT (RE-ADVERTISEMENT)

We are looking for a suitably qualified and experienced person to manage a large unit for the treatment of severely disturbed youngsters. Ability to understand and articulate complex ideas of treatment and to cope with the demands of a taxing job is more important than the professional background of the applicant.

The post is residential. Accommodation is particularly good and the area is well provided with amenities for both cultural and recreational pursuits. Current salary is in the range £6,198 to £6,822 plus £312 per annum. Requests for further particulars and application forms to Principal, Aycliffe School, Copelow, Hartington, Co. Durham, by 28th February, 1977.

Applications are invited for the following posts: HEAD OF SPECIAL UNIT, DEPUTY HEAD OF SPECIAL UNIT. Further details and application forms can be obtained from: The Director, Southwark Catholic Children's Society, Russell Hill Road, Purley, Surrey, CR2 2XB.

DEPARTMENT OF HEALTH and SOCIAL SECURITY

St Charles Youth Treatment Centre TEACHERS CHILD CARE OFFICERS OCCUPATIONAL THERAPISTS

There are a few vacancies in the above disciplines for qualified men and women with imagination, initiative and drive to complete teams of group workers at St Charles Youth Treatment Centre, Brontwood. The Centre admits disturbed adolescents whose needs cannot be met in other forms of residential establishments.

St Charles, the first of three Centres to be provided under present plans, is divided into three House Units, each with accommodation for 12 children. Successful candidates will join multi-disciplinary teams working under the supervision of a house leader and supported by specialist consultant staff. There is a high staff:child ratio and staff are fully involved in the creation of individual treatment programmes for each child and the development of a high quality of care and control based on close personal relationships.

Those appointed will share on a team basis the care, education and treatment of the children without particular regard to the normal boundaries of their respective disciplines. In-service training is provided. All staff will work a 40-hour five-day week and conditions of service are excellent. Good quality single and married accommodation has been provided both on and off the Centre campus.

Prospective applicants are advised to visit the Centre and discuss its work with the Director, Mr. G. T. Edwards. Telephone 0277 225684 for an appointment. Salaries are in accordance with the following scales: In all cases a Youth Treatment Centre allowance of £338 a year and a supplement of £312 a year are payable.

TEACHERS: £2,253-£3,744 (Graduate) and additional qualification allowance payable where appropriate, plus an approved schools teachers' allowance and an extraneous duty allowance. RESIDENTIAL CHILD CARE OFFICERS (Senior grade): £2,607-£3,957.

OCCUPATIONAL THERAPISTS (Senior grade): £2,987-£3,330. Non-resident staff may be eligible to receive a fringe area allowance appropriate to their particular discipline.

Application forms for the posts together with further details of the posts and terms of employment can be obtained from Mr. I. N. Dean, EP4, Department of Health and Social Security, Room 410, Ivybridge House, 1-8 Adam Street, London WC2N 6AD (phone number 01-277 5217). On completion, application forms should be returned to the same address not later than 25 February, 1977.

The New English School P.O. Box 6156, Huwelli, Kuwait

Applications are invited from British trained and qualified teachers for the following posts which will become vacant in this expanding English medium school in September, 1977. Joint applications from married couples without children are particularly welcome.

Secondary Department

Graduates to teach to "O" and "A" Level in ENGLISH: 4 posts. REMEDIAL ENGLISH with responsibility for Library: 1 post. MATHEMATICS: 3 posts, one of which will be Head of Department and one for which a special interest in "A" level Applied Mathematics is required.

Junior Department

6 CLASS TEACHERS 1 TEFL (Junior Range) teacher. 1 MUSIC SPECIALIST.

Infant Department

1 CLASS TEACHER (Top Infants). 1 MUSIC SPECIALIST.

TERMS A one-year contract (renewable) beginning September 1st, 1977. Tax-free salary in the range £3,850-£5,000 per annum (at current exchange rates) according to qualifications and experience. Gratuity on completion of service. Free furnished air-conditioned accommodation. Economy class return air passages London/Kuwait/London. Interviews in London, April 20th-29th, 1977. For further information and application form apply, with brief curriculum vitae, to the Headmaster.

Assistant Parks Manager (Play and Sport)

£5,124-£5,685 plus £312 p.a. supplement. The Assistant Parks Manager will head a team of 80 officers engaged in providing a comprehensive service of play and sport for the residents of Wandsworth. The person appointed will be expected to develop the service to the full—especially in the field of adventure play—and will also encourage the creation and development of new areas of play and sports activities.

Recreation Officer (Adventure Playgrounds)

£3,801-£4,137 plus £312 p.a. supplement. At present, there are five adventure playgrounds in the Borough and a number of sites are under consideration. The successful applicant will be responsible for the effective running and use of the playgrounds, established and new.

Recreation Officer (Tiny Tots)

£3,357-£3,717 plus £312 p.a. supplement. This officer will undertake the complete day-to-day running of the seven existing Tiny Tots Clubs for the under-fives, and will also become responsible for the establishment and running of any new Clubs formed.

Adventure Playground Leader

£2,984-£3,126 plus £312 p.a. supplement. An experienced person is required to run a large existing Adventure Playground in the Battersea area. The work is demanding but rewarding, and would suit a person wishing to develop his/her career in children's play.

If you would like details and application forms for any of the above posts, please write or telephone Personnel Section, Recreation Department, Battersea Town Hall, Lavender Hill, London, S.W.11. Tel. 01-228 8899, ext. 249. Closing date: 21st February, 1977.

LONDON BOROUGH OF Wandsworth

YOUTH AND COMMUNITY SERVICE continued

DIHCES OF LONDON EDUCATION AUTHORITY APPLICATIONS are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

HERTFORDSHIRE COUNTY COUNCIL

YOUTH AND COMMUNITY SERVICES Department. Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

KNOWLESLEY METROPOLITAN DISTRICT

Metropolitan District of Knowlesley, Yorkshire. Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

LEICESTERSHIRE THE BROCKINGTON

MILL Lane, Epsom, Leicester. Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

LONDON, S.E.18 UREWICHHURCH YOUNG PEOPLES CLUB

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

MERTON EDUCATION AUTHORITY

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

NATIONAL ASSOCIATION OF YOUTH CLUBS

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

BARBADOS QUEEN'S COLLEGE

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

LEICESTERSHIRE THE BROCKINGTON

MILL Lane, Epsom, Leicester. Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

SWEDEN CENTRES

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

OVERSEAS APPOINTMENTS

BARBADOS QUEEN'S COLLEGE Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

KNOWLESLEY METROPOLITAN DISTRICT

Metropolitan District of Knowlesley, Yorkshire. Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

LEICESTERSHIRE THE BROCKINGTON

MILL Lane, Epsom, Leicester. Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

LONDON, S.E.18 UREWICHHURCH YOUNG PEOPLES CLUB

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

MERTON EDUCATION AUTHORITY

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

NATIONAL ASSOCIATION OF YOUTH CLUBS

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

LEICESTERSHIRE THE BROCKINGTON

MILL Lane, Epsom, Leicester. Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

SWEDEN CENTRES

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

COLLEGE OF TECHNOLOGY CALADAN NIGERIA

Applications are invited for the following posts: PRINCIPAL LECTURERS 1. ARCHITECTURE 2. CIVIL ENGINEERING 3. ELECTRICAL ENGINEERING 4. ELECTRONICS & TELECOMMUNICATIONS 5. MECHANICAL ENGINEERING 6. METALLURGY 7. PHYSICS 8. SURVEYING 9. AUDITING & ACCOUNTING 10. COST ACCOUNTING 11. TAXATION 12. DATA PROCESSING & SYSTEMS ANALYSIS 13. BUSINESS & VOCATIONAL EDUCATION 14. TECHNICAL TEACHER TRAINING

Senior Lecturers—£24,700-£27,800 Senior Lecturer—£24,700-£27,800 Lecturer—£24,700-£27,800

Fringe benefits include housing, car allowance, passages, biennial home leave and leave allowances. Further details and application forms by telephone or urgent mail from: KENFORD ASSOCIATES, 48 Warren Road, Guildford, Surrey GU1 2HE. Telephone: Guildford (0483) 69877.

ST. ANDREW'S SCHOOL NASSAU, BAHAMAS

An independent, inter-denominational co-educational school catering to Bahamian and international students. The school is housed in attractive modern buildings on a 30 acre site.

TEACHERS REQUIRED FOR SEPTEMBER, 1977

The Upper School (350 on roll, average class size 25) 1. HEAD OF ENGLISH DEPARTMENT. To be responsible for day to day organization and supervision of the subject throughout the Upper School, to produce the school magazine, and to lead a team of enthusiastic teachers in predominantly G.C.E. "O" and "A" level work.

The Middle School (300 on roll, average class size 25) 7. General Subjects, age range 8-10 years. 8. General Subjects, age range 10-14 years. 9. General Subjects, age range 14-18 years.

The Lower School (225 on roll, average class size 25) 10. General Subjects, age range 6-7 years. 11. Leader of the Lower School. This is an administrative post with a responsibility for the general supervision of the school through one Reception class of 25 children (4-5 years) and each middle, prepares the general day to day organization and running of the department.

Minimum requirements for applicants Post 1 and 2: A good degree, professional training and five years recent experience. Post 3: Recognized qualification and three years recent experience. Post 4 and 5: A good degree, professional training and five years either R.E., French or Spanish would be an advantage.

Post 6: Recognized three year professional training and three years recent teaching experience. Post 7: Recognized three year professional training and three years consecutive years recent experience. Ability to play the piano, and take music with their appointed year group is a requirement in all four posts. For post 10 the ability to teach beginning Spanish would be an advantage.

Post 11: Professionally qualified and not less than eight years experience with demonstrable ability to plan curriculum and manage staff.

Salary Scales (at present under review) Three Year Teacher Training, BSc, £20,400-£24,000. General Degree with Teacher Training, BSc, £20,400-£24,000. Annual Increment: £2,000 to £24,000. £24,000 to £31,200. Point of entry dependent upon qualifications and experience. One incrementation for every year of teaching experience, up to a maximum of 10 years. There is no income tax in the Bahamas. £1.00 equals B\$1.76 approx.

Housing Allowance Single person B\$1,000 married person (one on staff) B\$1,300. All fares to and from place of appointment are paid. The Department is recognized for probationary periods by the U.K. Department of Education and Science. Employer's contribution contributions are paid by the School. Two year contracts are offered to successful applicants. Application forms are available from Mr. J. F. Chisholm, Headmaster, St. Andrew's School, Nassau, Bahamas. Please enclose a stamped and addressed envelope.

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

Applications are invited for the following posts: ASSISTANT HEAD OF DEPARTMENT, ASSISTANT HEAD OF DEPARTMENT.

MISCELLANEOUS
continued

AMNESTY INTERNATIONAL
HUMAN RIGHTS

OUTDOOR EDUCATION
PRACTICAL

KENT
OUTDOOR PHYSICS CENTRE

METHODIST GUILD
HOLIDAYS

WILKINS CASTLE
SOCIAL

UNITED REFORMED
CHURCH

WARWICKSHIRE
INDUSTRIAL

WINCHESTER
ST. MARY'S SCHOOL

CLOUDESTERSHIRE
DUNN

RESIDENT ASSISTANT
HOLIDAYS

WINCHESTER
ST. MARY'S SCHOOL

CLOUDESTERSHIRE
DUNN

RESIDENT ASSISTANT
HOLIDAYS

ATOMIC PHYSICIST
required by

YOUTH LEADER
required by

OUTDOOR EDUCATION
PRACTICAL

KENT
OUTDOOR PHYSICS CENTRE

METHODIST GUILD
HOLIDAYS

WILKINS CASTLE
SOCIAL

UNITED REFORMED
CHURCH

WARWICKSHIRE
INDUSTRIAL

WINCHESTER
ST. MARY'S SCHOOL

CLOUDESTERSHIRE
DUNN

RESIDENT ASSISTANT
HOLIDAYS

WINCHESTER
ST. MARY'S SCHOOL

CLOUDESTERSHIRE
DUNN

RESIDENT ASSISTANT
HOLIDAYS

English as a
Foreign Language

ANGLO-SPEECH
Department

OUTDOOR EDUCATION
PRACTICAL

KENT
OUTDOOR PHYSICS CENTRE

METHODIST GUILD
HOLIDAYS

WILKINS CASTLE
SOCIAL

UNITED REFORMED
CHURCH

WARWICKSHIRE
INDUSTRIAL

WINCHESTER
ST. MARY'S SCHOOL

CLOUDESTERSHIRE
DUNN

RESIDENT ASSISTANT
HOLIDAYS

WINCHESTER
ST. MARY'S SCHOOL

CLOUDESTERSHIRE
DUNN

RESIDENT ASSISTANT
HOLIDAYS

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

MURRAY HOUSE
COLLEGE OF EDUCATION

MURRAY HOUSE
COLLEGE OF EDUCATION

MURRAY HOUSE
COLLEGE OF EDUCATION

MURRAY HOUSE
COLLEGE OF EDUCATION

MURRAY HOUSE
COLLEGE OF EDUCATION

MURRAY HOUSE
COLLEGE OF EDUCATION

MURRAY HOUSE
COLLEGE OF EDUCATION

MURRAY HOUSE
COLLEGE OF EDUCATION

MURRAY HOUSE
COLLEGE OF EDUCATION

MURRAY HOUSE
COLLEGE OF EDUCATION

MURRAY HOUSE
COLLEGE OF EDUCATION

MURRAY HOUSE
COLLEGE OF EDUCATION

MURRAY HOUSE
COLLEGE OF EDUCATION

MURRAY HOUSE
COLLEGE OF EDUCATION

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

TEFL COURSE
LINGUISTIC

PERSONAL
ANNOUNCEMENTS

PERSONAL
ANNOUNCEMENTS

PERSONAL
ANNOUNCEMENTS

PERSONAL
ANNOUNCEMENTS

PERSONAL
ANNOUNCEMENTS

PERSONAL
ANNOUNCEMENTS

PERSONAL
ANNOUNCEMENTS

PERSONAL
ANNOUNCEMENTS

PERSONAL
ANNOUNCEMENTS

PERSONAL
ANNOUNCEMENTS

PERSONAL
ANNOUNCEMENTS

PERSONAL
ANNOUNCEMENTS

PERSONAL
ANNOUNCEMENTS

PERSONAL
ANNOUNCEMENTS

HOLIDAYS AND
ACCOMMODATION

HOLIDAYS AND
ACCOMMODATION

HOLIDAYS AND
ACCOMMODATION

HOLIDAYS AND
ACCOMMODATION

HOLIDAYS AND
ACCOMMODATION

HOLIDAYS AND
ACCOMMODATION

HOLIDAYS AND
ACCOMMODATION

HOLIDAYS AND
ACCOMMODATION

HOLIDAYS AND
ACCOMMODATION

HOLIDAYS AND
ACCOMMODATION

HOLIDAYS AND
ACCOMMODATION

HOLIDAYS AND
ACCOMMODATION

HOLIDAYS AND
ACCOMMODATION

HOLIDAYS AND
ACCOMMODATION

SILVER JUBILEE
HOLIDAYS

SILVER JUBILEE
HOLIDAYS

SILVER JUBILEE
HOLIDAYS

SILVER JUBILEE
HOLIDAYS

SILVER JUBILEE
HOLIDAYS

SILVER JUBILEE
HOLIDAYS

SILVER JUBILEE
HOLIDAYS

SILVER JUBILEE
HOLIDAYS

SILVER JUBILEE
HOLIDAYS

SILVER JUBILEE
HOLIDAYS

SILVER JUBILEE
HOLIDAYS

SILVER JUBILEE
HOLIDAYS

SILVER JUBILEE
HOLIDAYS

SILVER JUBILEE
HOLIDAYS

CASELL & COLLIER MACMILLAN PUBLISHERS LTD.
Part-time Educational Representative required to introduce our technical list to Colleges of Further Education.

SCHOOL OF ENGLISH STUDIES
ENGLISH VACATION SCHOOL
26 Grimston Gardens, Folkestone, Kent
EFL TUTORS
If you are a qualified and experienced tutor of English as a Foreign Language...

DIPLOMA in EDUCATIONAL TECHNOLOGY
Enquiries and applications are invited from teachers, lecturers, librarians and educational administrators for places on this course...

1977 EASTER VACATION
23 March to 21 April
SUMMER VACATION
August and September
Overnight accommodation in LSE Residences

Directorate of Educational Services
Register for Teachers
The Authority is to prepare a register of teachers, from which appointments to teaching posts, as vacancies occur, will be made...

Metropolitan Borough of Rotherham
Department of Libraries, Museum & Arts
LM21 SENIOR KEEPER
EDUCATION AND EXTENSION SERVICES
Salary Scale: S.O.1, £4,238-£4,545 p.a. plus £312 p.a. supplement

English as a Foreign Language
ANGLO-SPEECH
Department of English Language and Linguistics
The following positions are available for the following positions:

TEFL COURSE
LINGUISTIC
TEFL COURSE
LINGUISTIC
TEFL COURSE
LINGUISTIC

LONDON BOROUGH OF BRENT
PERIPATETIC INSTRUMENTAL TEACHERS
Applications are invited from qualified and experienced teachers for three full-time posts available from Summer term or September 1, 1977.

TEFL COURSE
LINGUISTIC
TEFL COURSE
LINGUISTIC
TEFL COURSE
LINGUISTIC

PERSONAL ANNOUNCEMENTS
PERSONAL ANNOUNCEMENTS
PERSONAL ANNOUNCEMENTS

PERSONAL ANNOUNCEMENTS
PERSONAL ANNOUNCEMENTS
PERSONAL ANNOUNCEMENTS

HOLIDAYS AND ACCOMMODATION
HOLIDAYS AND ACCOMMODATION
HOLIDAYS AND ACCOMMODATION

HOLIDAYS AND ACCOMMODATION
HOLIDAYS AND ACCOMMODATION
HOLIDAYS AND ACCOMMODATION

SILVER JUBILEE HOLIDAYS
SILVER JUBILEE HOLIDAYS
SILVER JUBILEE HOLIDAYS

SILVER JUBILEE HOLIDAYS
SILVER JUBILEE HOLIDAYS
SILVER JUBILEE HOLIDAYS

